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ABSTRACT

This document provides technical information about the "Faculty at Work" questionnaire for those considering using it in their institution. The "Faculty at Work" questionnaire was designed to gather data on a number of factors that are important elements of faculty motivation and may help plan for professional development activities or for monitoring the impact of organizational change on faculty members. This report is divided into three sections. The first presents background information about how the instrument was developed. The second section provides technical information about the questionnaire of interest to institutional researchers: reliability, samples, and factor analyses. A third section suggests uses. The report includes 31 references and three appendixes (copies of the instruments, a technical report on test-retest coefficients, and tables of factors by institutional type). (Includes 31 references) (JB)

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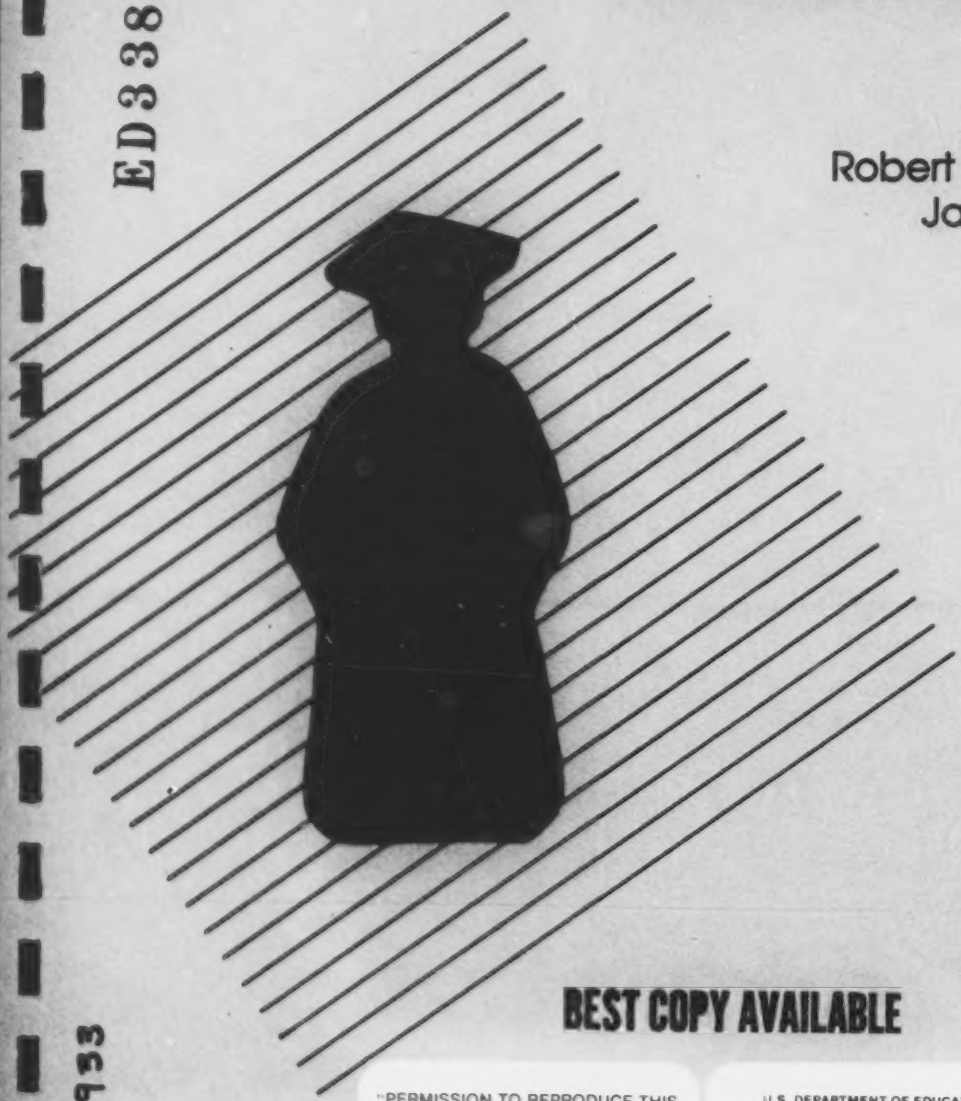
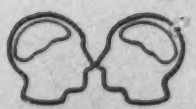
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Faculty as a Key Resource
A Manual for Institutional Self-Study

by
Robert T. Blackburn and
Janet H. Lawrence





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Faculty at Work:
A Manual for Institutional Self-Study

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Program D: Faculty as a Key Resource

Faculty at Work: Self-Assessment Guide
Technical Report No. 91-D-003

National Center for Research to
Improve Postsecondary Teaching and Learning
(NCRIPTAL)

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Introduction

Between 1985 and 1990, a group of researchers within the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) completed a research program on faculty motivation. The goals were to better understand why faculty members vary in their commitment to and involvement in teaching and to consider ways this knowledge can be used to improve postsecondary education.

A major activity of the NCRIPTAL Program on Faculty as a Key Resource was a national survey: Faculty at Work: A Survey of Motivations, Expectations, and Satisfactions. The questionnaire was designed to gather data on a number of factors that our preliminary research showed were important elements of the faculty motivation process. Analyses of survey data indicate that the variables in the questionnaire account for significant differences in the teaching, research, and service activities of individual faculty members. Therefore, we believe the questionnaire may provide important baseline data for planning professional development activities and, or, monitoring the impact of organizational change on faculty members.

In this document, we provide technical information about the Faculty at Work questionnaire for those who would consider using the instrument in their own college or university. The report is divided into three sections: background information about how the instrument was developed, technical information about the questionnaire of interest to institutional researchers, and suggestions for use.

Instrument Development

While there is abundant literature on the correlates of faculty teaching effort and behavior (Blackburn, et al., 1986) there are few empirical studies designed to understand how these institutional and faculty characteristics affect role performance. Most of the research has assumed that features of the organizational context--mainly rewards and merit incentives--strengthen and encourage desired behavior or that individual characteristics--such as values and beliefs--determine how faculty spend their time. Critics of this literature (Lawrence and Blackburn, 1988) note that motivation is more likely due to interactions between environmental properties and individual dispositions, beliefs, and perceptions. In other words, people respond differently to the same organizational conditions depending on how they understand them and whether they accept them. Hence, we turned to social psychology and cognitive motivation theories for ideas on how to conceptualize the motivation process.

A. Exploratory Interviews

Based on a review of the higher education research on faculty and the literature on motivation, we conducted a series of exploratory interviews with individuals on four very different campuses. One campus was an undergraduate liberal arts college in a metropolitan area, another was a comprehensive university in the Midwest. The third institution was a rural community college and the fourth was a historically black southern university. In all cases the interviewed faculty were from eight core arts, sciences, and humanities disciplines that are found in nearly all postsecondary institutions: English, history, psychology, sociology, political science, math, biology, and chemistry. The 110 respondents varied by age, rank, sex, and race.

The respondents in this exploratory study completed a pre-interview instrument, a 1-2 hour face-to-face interview, and a post-interview questionnaire. The pre-interview instrument was designed to familiarize the interviewer with the faculty respondents' educational preparation and career interests as well as their perceptions of organizational priorities--departmental and institution-wide. Interviews pursued these areas in depth by having individuals complete self-assessments in which they compared themselves to organizational prototypes of valued faculty members and assessed their effectiveness with students, colleagues, and administrators. Respondents also talked in detail about their teaching--how it was evaluated, how credible they found this feedback, and whether they altered their teaching in response to various forms of evaluation. The interview concluded with questions about changes in their colleges or universities that had occurred while they had been there. The post-interview questionnaire was designed to clarify nomenclature (i.e., "How is scholarship defined on your campus?") and to identify faculty assumptions about the teaching-learning process.

Profiles of each of the institutions were prepared and then compared to identify common concerns among faculty on the different campuses. The interviews were also analyzed quantitatively and empirically to determine the relevance of existing motivation theories to faculty experiences. From these different activities emerged a conceptual framework that emphasizes the cognitive aspects of motivation: how faculty understand their work environments, how they assess their capacity to meet organizational expectations, and whether they perceive that their own professional goals and interests fit with those of colleagues and administrators. Our primary focus centered on how faculty rationalize their teaching, scholarship, research, and service activities and the consequences for themselves and their employing institutions.

B. National Survey

The Faculty at Work questionnaire described in the next section was designed to gather data to test propositions that we thought followed from the theoretical orientation to motivation that we constructed from the exploratory interviews. For example, one proposition tested was that an individual's self-assessment of teaching ability combines with perceptions of the value an institution places on undergraduate instruction, and together they affect teaching effort. A second proposition was that individuals who vary in their beliefs about their influence on curricular decisions and on student learning differ in teaching effort and behavior (e.g., specific classroom activities they use). Several analyses of the survey data have been completed and results have been published and, or, presented at national conferences. (See References.)

Technical Information

The Faculty at Work survey is divided into six sections. The first includes questions about the work environment on the respondents' campus. The next section gathers data on faculty members' self-image and their professional activities. The third section consists of demographic and work satisfaction questions. The fourth brief set of questions focuses on teaching assumptions and performance evaluation. The fifth section asks faculty members to describe the valued professor on their campus and then compare themselves against that prototype. The final series of questions is concerned witn the work environment and its effects on respondents. (See Appendix A for copy of survey instrument.)

1. Sample. The Faculty at Work survey was distributed between November, 1987 and January, 1988 to full-time faculty members in eight

disciplines in each of the nine Carnegie Classification Categories (1976). The stratified random sample corresponded to the national distribution of faculty members across institutional types.

A total of 8,130 surveys were distributed and 3,972 faculty members who received them returned completed questionnaires, yielding a response rate of 54 percent. The distribution of respondents across the institutions was as follows: 846 Research Universities; 617 Doctoral Universities; 1,139 Comprehensive Colleges and Universities; 460 Liberal Arts Colleges; 910 Community Colleges. A total of 818 faculty members held appointments in English departments, 445 in history, 299 in political science, 463 in psychology, 321 in sociology, 524 in biology, 400 in chemistry, and 555 in mathematics departments (147 respondents did not report their disciplines).

2. Item Reliability. The reliability of items was measured using a test-retest design. Six to ten weeks following return of the original survey, random samples of 50 respondents were sent a single page questionnaire of selected test-item sets, accompanied by a letter requesting that they complete the retest questionnaire for the purpose of the reliability study. An 80% faculty response rate provided adequate N's for each section to run test re-test correlations. The reliability coefficients ranged from .14 to .94 with most clustering around .60. A complete summary of reliability scores is provided in Appendix B. Item means and standard deviations for the disciplines and institutional types are reported elsewhere and can be obtained from NCRIPTAL.

3. Factor Analyses. Included herein are the results of separate varimax factor analyses that were completed for each questionnaire section with data from faculty in each of the Carnegie institutional categories. These results may be of use to institutional researchers who wish to create multiple item indicators for key variables such as organizational environment or job satisfaction.

The factor analyses were performed sequentially beginning with all items from Section One of the survey. A comparison of factors that emerged from the analysis for each of the institutional types indicated that six were identical across all Carnegie Categories in the sample. These factors and the survey items loading on them are displayed in Figure 1.

Figure 1
Factors Common to All Institutions

Factor Name	Questionnaire Item*
1. Environment	
- pedagogical peer pressure	1 (j,k)
- discipline change affecting teaching	1 (b,h)
2. Self-Efficacy	
- influence on student outcomes	2 (a,d)
3. Service	
- campus service involvement	6 (b,c,d,e)
4. Career	
- job satisfaction	8 (t,u,v)
5. Grants	
- seeks fellowship support	8 (z,bb)

*The Eigen-values for factors vary by institution but are typically within the range of 1.0 to 1.40.

The results show that the same two factors emerged from the analysis of all items in the first section (environment) of the Faculty at Work survey, regardless of institutional type. One factor, labeled *pedagogical peer pressure*, is composed of questionnaire items 1j and 1k and the other, labelled *discipline changes affecting teaching*, consists of questionnaire items 1b and 1h. By examining the survey items, one can see that the *pedagogical peer pressure* factor captures the faculty member's sense that he or she is expected to teach and grade in a particular way. The *discipline changes affecting teaching* factor indicates the extent to which the respondent believes developments in a discipline

have caused changes in his or her teaching methods and course content. The factors for each section are reported for each institutional type in Appendix C.

Possible Uses

One unique feature of this instrument is that it includes faculty members' assessments of both themselves and their work environments. It enables groups or individuals to evaluate their personal fit within an organization and to consider how that fit affects faculty role performance. Hence, one use for the survey (or select components) is to gather data to inform discussions of organizational context and how these factors influence faculty beliefs and behavior. Another possibility is to use the questionnaire to monitor faculty perceptions over time so as to assess institutional progress toward long-term goals such as creating a supportive climate for teaching.

Although the baseline data for the Faculty at Work survey are now three years old, a college or university could compare its faculty means with those of faculty in comparable institutions at the time of the original survey. On the other hand, consortia or other groups of institutions may decide to administer the survey for comparative purposes and create their own baseline data. The instrument is readily scored and it is easily modified--items can be entered into a computer file and selected to fit a given purpose, much like the cafeteria style course evaluations.

We encourage people to choose items and create measures from Faculty at Work that will help faculty and administrator groups identify concerns that need to be addressed through organizational changes and to trace the impact of policies and practices on individuals. Acceptance and resistance to change derive in part from how people interpret their experiences in the work

environment. Planners who anticipate and understand why certain activities may be resisted and others may be accepted will be more effective in motivating improvements in their institutions. This survey, used in conjunction with other information about a college or university, can be key in directing effective planning efforts for institutions, departments, and individuals.

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Appendixes

Faculty at Work

A Survey of
Motivations, Expectations, and Satisfactions

2400 SEB, University of Michigan, Ann Arbor, Michigan 48109-1259

Faculty at Work: A Survey of Motivations, Expectations, and Satisfactions

General Directions

1. This survey is concerned with your teaching of *undergraduates* (even if you do not happen to be teaching undergraduates this term). Keep *this in mind* when you are responding to questions about classes and instruction.

2. Several questions deal with your *immediate area of work*. In many institutions that will be a department; in others it can be a division; in still others it could be a center or other organization. Because of the diverse possibilities, we have used the term **unit** as a generic term for all the organizational labels that exist. Simply read in your own situation when you see the word **unit**.

3. The terms teaching, scholarship, research, and service have a range of definitions. For the purpose of this survey, please use these:

   Teaching: Class preparation, scheduled classroom and laboratory instruction, grading, working with students in your office.

   Research: Activity that leads to a concrete product (an article, report, monograph, book, grant proposal, software development).

   Scholarship: Professional growth—enhancing your knowledge or skill in ways which may not necessarily result in a concrete product (library work, reading, exploratory inquiries, computer use).

   Service: Work in college/university meetings, community activities, professional association involvements.

4. We have tried to design the questionnaire so the greatest number of individuals can respond. Some questions, however, may be inappropriate for your own situation. Answer all the questions as well as you can.

5. You'll enjoy the questions more if you take each at its most obvious intention and avoid making subtle (even when valid) distinctions.

Robert T. Blackburn, Project Director
Janet H. Lawrence, Associate Director
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Judith Pitney, Research Assistant
Kwang Suk Yoon, Research Assistant

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Response Instructions

Most of the questions below can be answered by simply filling in the circle ● which identifies what you consider the most appropriate response.

It does not matter what type of pen or pencil you use.

If you change your mind or mark the wrong space, cross it out ✖ and fill in the space you wish.

1. Below are several statements about the environment in which you work. They can affect your ability to do what is expected and/or achieve your goals. For each statement, indicate the degree of truthfulness it has for you by filling in the appropriate circle .

Very high degree of truth
Generally true
Generally not true
Little or no truth

a. My institution's goals for students tend to be more oriented toward careers and professionalism than toward the liberal arts. ① ② ③ ④

b. As a result of changes in my discipline in the past decade, I have had to make significant changes in my teaching methods. ① ② ③ ④

c. The most highly rewarded faculty members at my institution are those oriented primarily toward their professional accomplishment. ① ② ③ ④

d. The support services for teaching (lab facilities, computers, libraries, clerical assistance, audio-visual aids, student assistance, etc.) help me teach what and how I would like. ① ② ③ ④

e. The support services available at my institution for my scholarship help me conduct the kind of inquiry I desire. ① ② ③ ④

f. The collegial resources (faculty to contribute to my class, persons with whom I can discuss appropriate topics) available at my institution help enrich my teaching. ① ② ③ ④

g. There is a high degree of agreement among my unit's colleagues about the content of our curriculum. ① ② ③ ④

h. As a result of changes in my discipline in the past decade, I have had to make significant changes in the content of my courses. ① ② ③ ④

i. I am encouraged by my institution to work for the collective good of my unit. ① ② ③ ④

(continued in next column)

(continued from previous column)

Very high degree of truth
Generally true
Generally not true
Little or no truth

j. I feel pressure from my colleagues to teach in a particular way. ① ② ③ ④

k. I feel pressure from my institution to grade in a particular way. ① ② ③ ④

l. A class with a wide range of student abilities is most difficult for me to teach. ① ② ③ ④

m. Faculty can trust the administration to act in good faith for the betterment of the institution. ① ② ③ ④

n. Faculty can trust established faculty groups (e.g., governance committees) to act in good faith for the betterment of the institution. ① ② ③ ④

o. The faculty in my *unit* are more committed to the teaching of their discipline than they are to adding to their discipline's knowledge base. ① ② ③ ④

p. The faculty in this *institution* are more committed to teaching than they are to doing research in their disciplinary domain. ① ② ③ ④

q. My unit's colleagues know my specialty well enough to assist and critically review my scholarly work. ① ② ③ ④

r. A class composed primarily of under-prepared students negatively affects my teaching. ① ② ③ ④

s. Some units on this campus receive more than a fair share when it comes to the central administration's allocation of resources. ① ② ③ ④

t. An ineffective/unproductive colleague at my institution can be changed into a contributing member of this organization. ① ② ③ ④

2. A faculty member's activities may influence what happens to others as well as to herself or himself. Below are some outcomes that depend to varying degrees on your efforts. Fill in the circle that best corresponds to how much influence you think you have on each of the following.

	Really no influence at all	Minor influence	Some influence	Substantial influence
a. Student learning.	①	②	③	④
b. Departmental curriculum committee decisions.	①	②	③	④
c. Having something you have written accepted for publication.	①	②	③	④
d. Student career achievements.	①	②	③	④
e. The salary increase you will receive next year.	①	②	③	④
f. The next chair of your unit.	①	②	③	④
g. Establishing student admission requirements.	①	②	③	④
h. Obtaining money for travel to professional association meetings (beyond standard institutional allocations).	①	②	③	④
i. The personal interests you wish to pursue.	①	②	③	④
j. Setting requirements for graduation.	①	②	③	④
k. The next faculty member hired in your unit.	①	②	③	④
l. Securing resources to maintain ongoing programs that you consider important.	①	②	③	④
m. Establishing criteria for annual review of faculty members.	①	②	③	④

3. Consider a *basic introductory* course you teach on a regular basis. Fill in the response which corresponds to how frequently you do each of the following.

	Rarely	Seldom	Occasionally	Often	Very often
a. Require use of a writing style manual, proper lab report format, etc.	①	②	③	④	⑤
b. Develop new course or lab materials (e.g., self-instruction package, original experiment).	①	②	③	④	⑤
c. Supervise independent study programs.	①	②	③	④	⑤

(continued in next column)

(continued from previous column)

	Rarely	Seldom	Occasionally	Often	Very often
d. Require annotated bibliographies or documented laboratory reports for your students' course work.	①	②	③	④	⑤
e. Design research internship experiences for your students.	①	②	③	④	⑤
f. Critically review the rough draft of the students' major papers or reports.	①	②	③	④	⑤
g. Have students conduct on-line searches for their research projects.	①	②	③	④	⑤
h. Require a research paper as part of your class.	①	②	③	④	⑤
i. Supervise tutorials.	①	②	③	④	⑤

4. Fill in the circle that most closely indicates how often you have done the following during the *last year*.

	Never	1-2 times	3-4 times	5-10 times	More than 10 times
a. Attended a visiting lecturer's presentation on campus.	①	②	③	④	⑤
b. Presented your ongoing work on campus.	①	②	③	④	⑤
c. Served as a guest on a local radio or television station.	①	②	③	④	⑤
d. Attended a campus seminar where a colleague was presenting her or his work.	①	②	③	④	⑤
e. Had informal conversations about research with colleagues at professional meetings.	①	②	③	④	⑤
f. Attended a campus workshop on teaching.	①	②	③	④	⑤
g. Had telephone conversations with colleagues to discuss your scholarly activities.	①	②	③	④	⑤
h. Gone off-campus to attend a meeting on the teaching of your discipline.	①	②	③	④	⑤

5. Fill in the circle that most closely indicates how frequently you have done each of the following during the *prior two years.*

	Never	1-2 times	3-4 times	5-10 times	More than 10 times
a. Submitted an article for publication in an academic or professional journal.	①	②	③	④	⑤
b. Made a presentation at a professional conference.	①	②	③	④	⑤
c. Written for the popular press.	①	②	③	④	⑤
d. Published chapters in a book.	①	②	③	④	⑤
e. Reviewed articles for a professional journal.	①	②	③	④	⑤
f. Organized a professional meeting.	①	②	③	④	⑤
g. Edited the proceedings of a professional meeting.	①	②	③	④	⑤
h. Submitted a research proposal to a governmental or private agency.	①	②	③	④	⑤
i. Written a research report for an agency, institution, or other group.	①	②	③	④	⑤
j. Served on an editorial board of a journal.	①	②	③	④	⑤
k. Published scholarly articles.	①	②	③	④	⑤

6. Consider the *past five academic years.* Fill in the circle that indicates how many times you have done each of the following.

	Never	1-2 times	3-4 times	5-10 times	More than 10 times
a. Team taught a class.	①	②	③	④	⑤
b. Participated in campus-wide committees dealing with major issues.	①	②	③	④	⑤
c. Chaired a campus or unit committee.	①	②	③	④	⑤
d. Played a role in your unit's curriculum revision.	①	②	③	④	⑤
e. Conducted a study to help solve a unit problem.	①	②	③	④	⑤

7. Faculty implicitly or explicitly make some assumptions about teaching-learning processes. Use the scale below to fill in the blank in the sentence "As a teacher, I am _____ with . . ."

As a teacher, I am _____ with:	Slightly or not concerned	Somewhat concerned	Moderately concerned	Very highly concerned
a. transmitting facts, principles, and theories of my discipline.	①	②	③	④
b. helping students to improve and make the most of their roles in society.	①	②	③	④
c. demonstrating an intellectual, artistic, or scientific process.	①	②	③	④
d. encouraging students' overall personal development.	①	②	③	④
e. enhancing students' abilities to reason and communicate their thoughts.	①	②	③	④
f. assisting students who demonstrate an interest in learning.	①	②	③	④
g. having students advance their socio-economic status.	①	②	③	④

8. The following questions are about your background. Fill in the appropriate circle or write the response in the appropriate blanks. (If you have a joint appointment, answer from the perspective of the academic unit that is most important to you.)

a. List the highest academic degree you have earned, the institution granting it, and the year in which it was obtained.

Degree _____ Year _____

Institution _____

b. In what unit (e.g., natural sciences, history) is your principal teaching appointment?

_____

c. What is your area of specialization (e.g., sociology, chemistry)?

_____

d. How many colleagues do you have on campus who either can teach your courses if you need to be elsewhere or can give a constructive critique of your scholarly work? ____

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e. How many years have you been at this institution (not including this year)? _____ (total years)

As a faculty member _____ (years)

As an administrator _____ (years)

f. Are you currently appointed to an administrative position?

① Yes ② No (If no, skip to letter h.)

g. If yes, what percentage of your time does this administrative appointment represent? _____%

h. How many years have you been at other colleges and universities? _____ (total years)

As a faculty member _____ (years)

As an administrator _____ (years)

i. What is your gender?

① Female ② Male

j. In what year were you born? 19_____

k. What is your present rank? (Fill in one only.)

① Instructor
② Assistant Professor
③ Associate Professor
④ Professor
⑤ Lecturer
⑥ There are no ranks at my institution.
⑦ Other

l. How many years have you held your current rank (not including this year)? _____ (years)

m. What kind of appointment do you now hold? (Fill in one only.)

① Regular with tenure
② Regular without tenure
③ Yearly term appointment
④ Visiting
⑤ Other

n. If not tenured, are you in a tenure track position? (Leave blank if tenured.)

① Yes ② No

o. How fair is your salary in comparison with that of your peers at your institution?

① More than I deserve
② About as much as I deserve
③ Somewhat less than I deserve
④ Much less than I deserve
⑤ I don't know.
⑥ I don't care.

p. How does your salary compare with those of your colleagues at peer institutions?

① Appreciably higher
② Somewhat higher
③ About the same
④ Somewhat lower
⑤ Appreciably lower
⑥ I don't know.
⑦ I don't care.

(continued in next column)

(continued from previous column)

q. What percentage of your raise for this year was based on merit? _____ %

(E.g., if the institution's salary program called for an average or total raise of 6%, and 4% of this was "across-the-board," you would enter "2%.")

r. Into approximately how many dollars does that percent merit raise translate? $ _____

s. Your race or ethnic group is:

① White/Caucasian
② Black/Negro/Afro-American
③ Native American/American Indian
④ Mexican American/Chicano
⑤ Puerto Rican
⑥ Hispanic
⑦ Oriental
⑧ Other Asian
⑨ Other

t. Comparing yourself with other academic persons of your age and qualifications, how successful do you consider yourself in your career?

① Very successful
② Fairly successful
③ Fairly unsuccessful
④ Very unsuccessful

u. In general, how do you feel about this institution?

① It is a very good place for me.
② It is a fairly good place for me.
③ It is not the place for me.

v. If you were to begin your career again, would you still want to be a faculty member?

① Definitely yes
② Probably yes
③ Probably no
④ Definitely no

w. Do your interests lie primarily in teaching or in research?

① Very heavily in research
② In both, but leaning toward research
③ In both, but leaning toward teaching
④ Very heavily in teaching

x. In the past 12 months, did you (or your project) have research support from any of the sources listed below? Fill in "yes" or "no" for *each* possible response.

	Yes	No
(1) Institutional or departmental funds	①	②
(2) Federal agencies	①	②
(3) State or local government agencies	①	②
(4) Private foundations	①	②
(5) Private industry	①	②
(6) Other	①	②

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y. How many external grant proposals have you submitted within the *last two years* (best estimate)? _____

z. How many external fellowship applications have you submitted within the *last two years* (best estimate)? _____

aa. Over your career, how many external grant proposals have you submitted (best estimate)? _____

bb. Over your career, how many external fellowship applications have you submitted (best estimate)? _____

cc. How many of your professional writings have been published or accepted for publication in the *last two years*? _____

dd. Over your career, how many articles have you published in academic or professional journals (best estimate)? _____

ee. Over your career, how many books or monographs have you published or edited, alone or in collaboration (best estimate)? _____

9. Faculty receive feedback on their work in a variety of ways and from different people. Fill in the circle that best corresponds with the degree of credence you give to each of the following :

	A great deal of credence	A moderate amount of credence	Some credence	Little or no credence	Never received
a. Your unit chair's evaluation of your teaching.	①	②	③	④	⑤
b. Your colleagues' (faculty members in your unit) evaluation of your teaching.	①	②	③	④	⑤
c. Student responses on teaching evaluation forms.	①	②	③	④	⑤
d. Your chair's or dean's comments on your scholarly activities.	①	②	③	④	⑤
e. Your colleagues' (faculty members in your unit) comments on your scholarly work.	①	②	③	④	⑤
f. Alumni comments about the impact you had on them.	①	②	③	④	⑤
g. Your chair's or dean's comments on your service contributions to the institution.	①	②	③	④	⑤

10. For each statement below, fill in the circle that best expresses your level of agreement.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree
a. *I expect undergraduate students will generally:*				
(1) think for themselves.	①	②	③	④
(2) share ideas and work cooperatively.	①	②	③	④
(3) seek to outperform one another.	①	②	③	④
(4) learn only what is required.	①	②	③	④
(5) lack interest in the subject matter.	①	②	③	④
(6) feel overwhelmed by my course requirements.	①	②	③	④
(7) need frequent feedback on their performance.	①	②	③	④
(8) be appropriately challenged by my course requirements.	①	②	③	④
(9) work on their own.	①	②	③	④

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree
b. *I assume undergraduates learn best when:*				
(1) course content is determined by the teacher.	①	②	③	④
(2) pace is set for the group by the teacher.	①	②	③	④
(3) course content is perceived to have immediate relevance to the students' lives.	①	②	③	④
(4) course content is determined cooperatively by students and the teacher.	①	②	③	④
(5) conditions are established that let students discover new concepts or principles.	①	②	③	④
(6) competition among students is fostered.	①	②	③	④
(7) students progress at their own pace.	①	②	③	④

11. Below are sets of words and phrases that faculty have used to describe the valued faculty member on their campuses. The first set has to do with skills and abilities of these faculty members. The second set consists of values and attitudes ascribed to these people. The third set contains personality characteristics respected faculty members are said to possess.

First, fill in the circle in column I that best represents the extent to which the word or phrase characterizes the faculty members you believe are valued on your campus. Then, in column II, indicate how characteristic the skills, the beliefs/attitudes/values, and the personality characteristics are of you. Last, in column III, **for the skills only**, fill in the circle corresponding to how difficult each is for you. (Go across the sheet for each item.)

	I **Characteristic of valued faculty** Highly characteristic Somewhat characteristic Slightly characteristic Not at all characteristic	II **Characteristic of you** Highly characteristic Somewhat characteristic Slightly characteristic Not at all characteristic	III **Difficulty for you** Very difficult Difficult Of average difficulty Not very difficult
a. Skills			
(1) Teaches effectively	① ② ③ ④	① ② ③ ④	① ② ③ ④
(2) Keeps abreast of developments in the discipline	① ② ③ ④	① ② ③ ④	① ② ③ ④
(3) Obtains grants	① ② ③ ④	① ② ③ ④	① ② ③ ④
(4) Communicates well	① ② ③ ④	① ② ③ ④	① ② ③ ④
(5) Publishes	① ② ③ ④	① ② ③ ④	① ② ③ ④
(6) Is organized	① ② ③ ④	① ② ③ ④	① ② ③ ④
(7) Works skillfully with students	① ② ③ ④	① ② ③ ④	① ② ③ ④
(8) Responds to requests	① ② ③ ④	① ② ③ ④	① ② ③ ④
(9) Is an excellent lecturer	① ② ③ ④	① ② ③ ④	① ② ③ ④
(10) Knows how to work the system	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Beliefs/Attitudes/Values			
(1) Is highly committed to teaching	① ② ③ ④	① ② ③ ④	
(2) Is concerned about students	① ② ③ ④	① ② ③ ④	
(3) Believes in the virtue of hard work	① ② ③ ④	① ② ③ ④	
(4) Is highly committed to research	① ② ③ ④	① ② ③ ④	
(5) Holds high standards	① ② ③ ④	① ② ③ ④	
(6) Has integrity	① ② ③ ④	① ② ③ ④	
(7) Respects others	① ② ③ ④	① ② ③ ④	
(8) Is dedicated to the liberal arts	① ② ③ ④	① ② ③ ④	
(9) Is a team player	① ② ③ ④	① ② ③ ④	
(10) Is devoted to the institution	① ② ③ ④	① ② ③ ④	
c. Personality Characteristics			
(1) Is supportive	① ② ③ ④	① ② ③ ④	
(2) Is understanding	① ② ③ ④	① ② ③ ④	
(3) Is open	① ② ③ ④	① ② ③ ④	
(4) Is candid	① ② ③ ④	① ② ③ ④	
(5) Has a sense of humor	① ② ③ ④	① ② ③ ④	
(6) Is personable	① ② ③ ④	① ② ③ ④	
(7) Is dedicated	① ② ③ ④	① ② ③ ④	
(8) Is ambitious	① ② ③ ④	① ② ③ ④	
(9) Is competitive	① ② ③ ④	① ② ③ ④	
(10) Is perseverant	① ② ③ ④	① ② ③ ④	

12. Most faculty members have an idea of what an effective administrator is like. Rate both your immediate administrator (e.g., chair/director, division head) and the next higher level individual (e.g., dean, academic vice president/provost) on each of the following attributes that can affect your work. Fill in the circle that most closely corresponds to your overall level of satisfaction.

	Immediate Administrator	Next Higher Level Administrator
	Very satisfactory ① Somewhat satisfactory ② Somewhat dissatisfactory ③ Very dissatisfactory ④	Very satisfactory ① Somewhat satisfactory ② Somewhat dissatisfactory ③ Very dissatisfactory ④
a. **Administrative skills** (those things the administrator does to make the organization function; e.g., communicate with faculty, students, alumni; reach and carry through on decisions)	① ② ③ ④	① ② ③ ④
b. **Values** (the core values he or she holds about what is important in academia, and how to best achieve these goals for students and faculty members)	① ② ③ ④	① ② ③ ④
c. **Professionalism** (the integrity with which he or she conducts business; her or his knowledge of and commitment to the institution; dedication to the role of being an effective administrator)	① ② ③ ④	① ② ③ ④
d. **Experience/Background** (knowledge of faculty life; preparation, formal and informal, as an administrator; educational credentials; ability to fulfill special requirements such as fundraising)	① ② ③ ④	① ② ③ ④
e. **Personality** (those aspects of her or his demeanor that make it more or less easy to work with her or him)	① ② ③ ④	① ② ③ ④

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13. During the *current term*, how much time are you giving to teaching, scholarship/professional growth, research, and service in a typical week? (*Teaching* is the time spent preparing for teaching, scheduled classroom and laboratory instruction, grading, working with students. *Scholarship/Professional Growth* is the time spent enhancing your knowledge or skill in ways which may not necessarily result in a concrete product—library work, reading, exploratory inquiries, computer use. *Research* is the time spent in activities that lead to a concrete product—article, report, monograph, book, grant proposal, software development. *Service* is the time spent in college/university meetings, community activities, professional association involvements.)

a. Divide your work-time over the four principle activities. First, complete column I by entering the percent of time you give to each. Then go to column II and partition the major activity types into the sub-categories that are shown. For example, if you had reported teaching as 60% in column I, your three parts in column II might be 20%, 30%, and 10%.

	I	II
Teaching	____%	____% (in class, lab, etc.) ____% (preparing for class, grading papers exams, etc.) ____% (tutoring, in office assistance, academic advising, etc.)
Scholarship/ Professional Growth	____%	
Research	____%	____% (funding from outside your institution) ____% (other)
Service	____%	____% (internal: committees, administrative duties, counseling, etc.) ____% (external: professional organizations, civic projects, etc.)
Total	100 %	

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13. b. Now complete the distribution two more times. First, indicate how you believe your institution wants you to allocate your effort. Then indicate how you would prefer to distribute your time to these four kinds of activities. (In all cases, be sure the percentage's total is 100.)

	My perception of institutional preference	My personal preference
Teaching	____	____
Scholarship/ Professional Growth	____	____
Research	____	____
Service	____	____
Total	100%	100%

c. In a typical calendar week, how many *hours* are you giving to the above activities? _____ (hours).

Compared to five years ago, is this:

① More?
② About the same?
③ Less?

d. For your classes this term, what is the largest enrollment? _____

Smallest? _____

Compared to five years ago, is your average class size:

① Larger?
② About the same?
③ Smaller?

e. How many hours of student assistance do you get per week? (If none, enter 0.) _____

Compared to five years ago, is this:

① More?
② About the same?
③ Less?

f. How many hours of clerical assistance do you have per week? (If none, enter 0.) _____

Compared to five years ago, is this:

① More?
② About the same?
③ Less?

g. How many thesis or dissertation committees are you currently chairing? _____

Serving on? (If none, enter 0.) _____

h. How many comprehensive exam/ orals committees did you chair last year? _____

Serve on? (If none, enter 0.) _____

14. While it is impossible to capture the essence of a faculty career in a few words, sometimes a metaphor can come reasonably close. Some faculty have found that what makes being a faculty member personally meaningful can be expressed in a brief phrase or metaphor.

Read the following phrases. First, fill in the circle which most closely corresponds with what makes being a faculty member *personally* meaningful for you. Next, fill in the circle for the expression which is second closest for you. Last, fill in the circle for that which is *furthest removed* from you. **Mark only one per column.**

	The most removed from me	The next closest to me	The closest to me
a. An unending love affair with ideas.	⓪	⓪	⓪
b. The daily challenge of keeping student motivation high.	①	①	①
c. Having students become enthused with my subject.	②	②	②
d. Being simultaneously a playwright, a director, and a leading actor.	③	③	③
e. The excitement of the unknown, the yet to be discovered.	④	④	④
f. Facilitating the reaction between an idea and a student.	⑤	⑤	⑤
g. The challenge of retaining current students and attracting new ones.	⑥	⑥	⑥
h. The cultivation of an apprentice into a master.	⑦	⑦	⑦
i. The cyclical rhythm of academic life.	⑧	⑧	⑧
j. An opportunity to help students make significant changes in their lives.	⑨	⑨	⑨

Thank you for taking the time to complete this survey.

Administrators' Views of Faculty at Work

A Survey of Motivations, Expectations, and Satisfactions

Research Program on
Faculty as a Key Resource
at the
National Center for Research to Improve
Postsecondary Teaching and Learning
(NCRIPTAL)

2400 School of Education Building, University of Michigan, Ann Arbor, Michigan 48109-1259

Administrators' Views of Faculty at Work:
A Survey of Motivations, Expectations, and Satisfactions

General Directions

1. This survey is concerned with your views of full-time arts and science faculty who are teaching *undergraduates*. Please *keep this in mind* when you are responding to questions about classes and instruction.

2. The academic disciplines of the faculty with whom we are concerned include: biology, chemistry, mathematics, English, history, political science, psychology, and sociology. In several questions these eight disciplines are grouped under three main areas: Natural Sciences (biology, chemistry, mathematics), Humanities (English, history), and Social Sciences (political science, psychology, sociology).

3. The terms teaching, scholarship, research, and service have a range of definitions. For the purpose of this survey, please use these:

   Teaching: Class preparation, scheduled classroom and laboratory instruction, grading, working with students.

   Research: Activity that leads to a concrete product (an article, report, monograph, book, grant proposal, software development).

   Scholarship: Professional growth—enhancing knowledge or skills in ways which may not necessarily result in a concrete product (library work, reading, exploratory inquiries, computer use).

   Service: Work in college/university meetings, community activities, professional association involvements.

4. We have tried to design the questionnaire so the greatest number of individuals can respond. Some questions, however, may be inappropriate for your own situation. Answer all the questions as well as you can from the perspective of your institution.

5. You'll enjoy the questions more if you take each at its most obvious intention and avoid making subtle (even when valid) distinctions.

Robert T. Blackburn, Project Director
Janet H. Lawrence, Associate Director
Jeffery P. Bieber, Research Assistant
Judith A. Pitney, Research Assistant
Kwang Suk Yoon, Research Assistant

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National Center for Research to Improve Postsecondary Teaching and Learning

Response Instructions

Most of the questions below can be answered by simply filling in the circle ● which identifies what you consider the most appropriate response.

It does not matter what type of pen or pencil you use.

If you change your mind or mark the wrong space, cross it out and fill in the space you wish.

1. Faculty implicitly or explicitly make some assumptions about teaching-learning processes. How concerned do you think faculty are with the following:

	Very highly concerned	Moderately concerned	Somewhat concerned	Slightly or not concerned
a. Transmitting facts, principles, and theories of their discipline.	①	②	③	④
b. Helping students to improve and make the most of their roles in society.	①	②	③	④
c. Demonstrating an intellectual, artistic, or scientific process.	①	②	③	④
d. Encouraging students' overall personal development.	①	②	③	④
e. Enhancing students' abilities to reason and communicate their thoughts.	①	②	③	④
f. Assisting students who demonstrate an interest in learning.	①	②	③	④
g. Having students advance their socio-economic status.	①	②	③	④

2. Below are several statements about the environment in which faculty work. For each statement, indicate the degree of truthfulness it has *for you* by filling in the appropriate circle .

	Very high degree of truth	Generally true	Generally not true	Little or no truth
a. My institution's goals for students tend to be more oriented toward careers and professionalism than toward the liberal arts.	①	②	③	④
b. The most highly rewarded faculty members at my institution are those oriented primarily toward their own professional accomplishment.	①	②	③	④

(continued in next column)

(continued from previous column)

	Very high degree of truth	Generally true	Generally not true	Little or no truth
c. The support services for teaching (lab facilities, computers, libraries, clerical assistance, audio-visual aids, student assistance, etc.) help faculty teach what and how they would like.	①	②	③	④
d. The support services available at my institution for scholarship help faculty conduct the kind of inquiries they desire.	①	②	③	④
e. The collegial resources (faculty to contribute to each other's class, persons with whom to discuss appropriate topics) available at my institution help enrich teaching.	①	②	③	④
f. Faculty are encouraged by my institution to work for the collective good of their units.	①	②	③	④
g. Faculty can trust the administration to act in good faith for the betterment of the institution.	①	②	③	④
h. Faculty can trust established faculty groups (e.g., governance committees) to act in good faith for the betterment of the institution.	①	②	③	④
i. The faculty in this institution are more committed to teaching than they are to doing research in their disciplinary domain.	①	②	③	④
j. Some units on this campus receive more than a fair share when it comes to the central administration's allocation of resources.	①	②	③	④
k. An ineffective/unproductive faculty member at my institution can be changed into a contributing member of this organization.	①	②	③	④

3. In responding to these statements about the environment in which faculty work, please indicate the degree of truthfulness you believe they have for faculty in the three major disciplinary areas indicated.

	Humanities (English, history)	**Natural Sciences** (biology, chemistry, mathematics)	**Social Sciences** (political science, psychology, sociology)
	Very high degree of truth Generally true Generally not true Little or no truth	Very high degree of truth Generally true Generally not true Little or no truth	Very high degree of truth Generally true Generally not true Little or no truth
a. There is a high degree of agreement among colleagues in this area about the content of their curricula.	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. As a result of changes in this disciplinary area in the past decade, faculty have had to make significant changes in the content of their courses.	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. As a result of changes in this disciplinary area in the past decade, faculty have had to make significant changes in their teaching methods.	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Faculty feel pressure from their colleagues to teach in a particular way.	① ② ③ ④	① ② ③ ④	① ② ③ ④
e. Faculty feel pressure from their institution to grade in a particular way.	① ② ③ ④	① ② ③ ④	① ② ③ ④
f. The faculty in this area are more committed to the teaching of their discipline than they are to adding to their discipline's knowledge base.	① ② ③ ④	① ② ③ ④	① ② ③ ④

4. The faculty's preference for how they allocate their time can differ from the administrator's preferred time allocations. Expectations can also vary considerably by disciplinary area. First, indicate how you believe the majority of faculty in the three areas want to allocate their effort. Then indicate how you, as an administrator, would prefer the faculty, on the average, to distribute their time.

(*Teaching* is the time spent preparing for teaching, scheduled classroom and laboratory instruction, grading, working with students. *Scholarship/Professional Growth* is the time spent enhancing your knowledge or skill in ways which may not necessarily result in a concrete product—library work, reading, exploratory inquiries, computer use. *Research* is the time spent in activities that lead to a concrete product—article, report, monograph, book, grant proposal, software development. *Service* is the time spent in college/university meetings, community activities, professional association involvements.)

The percentages are to total 100.

Your Perception of Faculty Preference for Time Allocation

	Humanitites	Natural Sciences	Social Sciences
Teaching	____	____	____
Scholarship/Professional Growth	____	____	____
Research	____	____	____
Service	____	____	____
Total	100%	100%	100%

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Your Preference for Faculty Time Allocation

	Humanitites	Natural Sciences	Social Sciences
Teaching	____	____	____
Scholarship/Professional Growth	____	____	____
Research	____	____	____
Service	____	____	____
Total	100%	100%	100%

5. Below are some outcomes that depend to varying degrees on faculty efforts. Fill in the circle that best corresponds to how much influence you think faculty have on each of the following:

	Really no influence at all	Minor influence	Some influence	Substantial influence
a. Student learning.	①	②	③	④
b. Departmental curriculum committee decisions.	①	②	③	④
c. Having something they have written accepted for publication.	①	②	③	④
d. Student career achievements.	①	②	③	④
e. The salary increase they will receive next year.	①	②	③	④
f. Selecting the next chair of their unit.	①	②	③	④
g. Establishing student admissions requirements.	①	②	③	④
h. Obtaining money for travel to professional association meetings (beyond standard institutional allocations).	①	②	③	④
i. The personal interests they wish to pursue.	①	②	③	④
j. Setting requirements for graduation.	①	②	③	④
k. Selecting the next faculty member hired in their unit.	①	②	③	④
l. Securing resources to maintain ongoing programs they consider important.	①	②	③	④
m. Establishing criteria for annual review of faculty members.	①	②	③	④

6. Faculty receive feedback on their work in a variety of ways and from different people. Fill in the circle that best corresponds with the degree of credence you give to each of the following :

	Never received	Little or no credence	Some credence	Moderate credence	A great deal of credence
a. The unit chair's evaluation of a faculty member's teaching.	①	②	③	④	⑤
b. Colleagues' (faculty members at your institution) evaluations of one another's teaching.	①	②	③	④	⑤
c. Student responses on teaching evaluation forms.	①	②	③	④	⑤
d. The chair's or dean's comments on an individual's scholarly activities.	①	②	③	④	⑤
e. Colleagues' (faculty members at your institution) comments on one another's scholarly work.	①	②	③	④	⑤
f. Alumni comments about the impact faculty had on them.	①	②	③	④	⑤
g. The chair's or dean's comments on an individual's service contributions to the institution.	①	②	③	④	⑤
h. Peer (external) evaluations of faculty scholarship.	①	②	③	④	⑤

7. For each statement below, fill in the circle that best expresses your level of agreement.

a. *I expect undergraduate students will generally:*

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree
(1) think for themselves.	①	②	③	④
(2) share ideas and work cooperatively.	①	②	③	④
(3) seek to outperform one another.	①	②	③	④
(4) learn only what is required.	①	②	③	④
(5) lack interest in the subject matter.	①	②	③	④
(6) feel overwhelmed by course requirements.	①	②	③	④
(7) need frequent feedback on their performance.	①	②	③	④
(8) be appropriately challenged by course requirements.	①	②	③	④
(9) work on their own.	①	②	③	④

b. *I assume undergraduates learn best when:*

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree
(1) course content is determined by the teacher.	①	②	③	④
(2) the pace is set for the group by the teacher.	①	②	③	④
(3) course content is perceived to have immediate relevance to the students' lives.	①	②	③	④
(4) course content is determined cooperatively by students and the teacher.	①	②	③	④
(5) conditions are established that let students discover new concepts or principles.	①	②	③	④
(6) competition among students is fostered.	①	②	③	④
(7) students progress at their own pace.	①	②	③	④

8. Below are sets of words and phrases that faculty have used to describe the valued faculty members on their campuses. The first set has to do with skills and abilities of these faculty members. The second set consists of values and attitudes ascribed to these people. The third set contains personality characteristics respected faculty members are said to possess.

Fill in the circles that best represent the extent to which the word or phrase characterizes the faculty members you value on your campus.

a. **Skills/Abilities**

	Highly characteristic	Somewhat characteristic	Slightly characteristic	Not at all characteristic
(1) Teaches effectively	①	②	③	④
(2) Keeps abreast of developments in the discipline	①	②	③	④
(3) Obtains grants	①	②	③	④
(4) Communicates well	①	②	③	④
(5) Publishes	①	②	③	④
(6) Is organized	①	②	③	④
(7) Works skillfully with students	①	②	③	④
(8) Responds to requests	①	②	③	④
(9) Is an excellent lecturer	①	②	③	④
(10) Knows how to work the system	①	②	③	④

b. **Beliefs/Attitudes/Values**

(1) Is highly committed to teaching	①	②	③	④
(2) Is concerned about students	①	②	③	④
(3) Believes in the virtue of hard work	①	②	③	④
(4) Is highly committed to research	①	②	③	④
(5) Holds high standards	①	②	③	④
(6) Has integrity	①	②	③	④
(7) Respects others	①	②	③	④
(8) Is dedicated to the liberal arts	①	②	③	④
(9) Is a team player	①	②	③	④
(10) Is devoted to the institution	①	②	③	④

c. **Personality Characteristics**

(1) Is supportive	①	②	③	④
(2) Is understanding	①	②	③	④
(3) Is open	①	②	③	④
(4) Is candid	①	②	③	④
(5) Has a sense of humor	①	②	③	④
(6) Is personable	①	②	③	④
(7) Is dedicated	①	②	③	④
(8) Is ambitious	①	②	③	④
(9) Is competitive	①	②	③	④
(10) Is perseverant	①	②	③	④

9. Fill in the circle that most closely indicates how often you have done the following during the *last year*.

	Never	1-4 times	5-10 times	11-20 times	More than 20 times
a. Attended a visiting lecturer's presentation on campus.	①	②	③	④	⑤
b. Attended a campus seminar where a faculty member was presenting her or his work.	①	②	③	④	⑤
c. Conversed with faculty members about their research.	①	②	③	④	⑤
d. Attended a campus workshop on teaching.	①	②	③	④	⑤
e. Counseled a faculty member on her or his teaching.	①	②	③	④	⑤
f. Counseled a faculty member on her or his scholarship.	①	②	③	④	⑤
g. Counseled a faculty member on personal issues (e.g., stress, health, family, finances).	①	②	③	④	⑤

10. The following questions are about your background. Fill in the appropriate circle or write the response in the appropriate blanks.

a. List the highest academic degree you have earned, the institution granting it, the year in which it was obtained, and your major field of study.

Degree _____ Year _____

Institution _____

Major _____

b. Current position _____

c. How many years have you been at this institution (not including this year)? _____ (total years)

As an administrator _____ (years)

As a faculty member _____ (years)

d. How many years have you been at other colleges and universities? _____ (total years)

As an administrator _____ (years)

As a faculty member _____ (years)

e. What is your gender?

① Female ② Male

f. In what year were you born? 19____

(continued in next column)

g. Do you currently have an academic appointment?

① Yes ② No

If yes, answer questions h-l.
If no, skip to question m.

h. What is your present rank? (Fill in one only.)

① Instructor
② Assistant Professor
③ Associate Professor
④ Professor
⑤ Lecturer
⑥ There are no ranks at my institution.
⑦ Other

i. How many years have you held your current academic rank (not including this year)? _____ (years)

j. What kind of appointment do you now hold? (Fill in one only.)

① Regular with tenure
② Regular without tenure
③ Yearly term appointment
④ Visiting
⑤ Other

k. If not tenured, are you in a tenure track position? (Leave blank if tenured.)

① Yes ② No

l. As a faculty member, do your interests lie primarily in teaching or in research?

① Very heavily in research
② In both, but leaning toward research
③ In both, but leaning toward teaching
④ Very heavily in teaching

m. During this academic year, did you teach an undergraduate course?

① Yes ② No

n. During this academic year, were you actively involved in disciplinary research?

① Yes ② No

o. How fair is your salary in comparison with that of other administrators at your institution?

① More than I deserve
② About as much as I deserve
③ Somewhat less than I deserve
④ Much less than I deserve
⑤ I don't know.
⑥ I don't care.

p. How does your salary compare with those of your colleagues at peer institutions?

① Appreciably higher
② Somewhat higher
③ About the same
④ Somewhat lower
⑤ Appreciably lower
⑥ I don't know.
⑦ I don't care.

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q. Your race or ethnic group is:

① White/Caucasian
② Black/Negro/Afro-American
③ Native American/American Indian
④ Mexican American/Chicano
⑤ Puerto Rican
⑥ Hispanic
⑦ Oriental
⑧ Other Asian
⑨ Other

r. Comparing yourself with other college or university administrators of your age and qualifications, how successful do you consider yourself in your career?

① Very successful
② Fairly successful
③ Fairly unsuccessful
④ Very unsuccessful

s. In general, how do you feel about this institution?

① It is a very good place for me.
② It is a fairly good place for me.
③ It is not the place for me.

t. If you were to begin your career again, would you still want to be a college or university administrator?

① Definitely yes
② Probably yes
③ Probably no
④ Definitely no

11. Academic administrators can have varying levels of influence on the quality of *undergraduate* education at their institutions. For each item listed below, fill in the circle that identifies to what extent you feel you can affect decisions in that area.

	Little or no influence	Some influence	Moderate influence	Great deal of influence
a. Curricula	①	②	③	④
b. Faculty salaries	①	②	③	④
c. Supplemental funds for instructional improvements	①	②	③	④
d. Student admissions standards	①	②	③	④
e. Academic support services (e.g., library, computing, audio-visual)	①	②	③	④
f. Student support services (e.g., tutoring, counseling)	①	②	③	④
g. Hiring of new faculty	①	②	③	④
h. Faculty development	①	②	③	④
i. Teaching and classroom facilities	①	②	③	④
j. Institutional resource allocation priorities as reflected in the annual operating budget	①	②	③	④

12. Environmental factors can affect you and your institution. For each item listed below, fill in the appropriate circle.

a. Compared to five years ago, is your FTE undergraduate enrollment:

① More?
② About the same?
③ Less?

b. Compared to five years ago, is your FTE undergraduate enrollment:

① More part-time?
② Less part-time?
③ About the same?

c. Compared to five years ago, is your undergraduate student body:

① Older?
② Younger?
③ About the same?

d. Compared to five years ago, are your undergraduate students :

① More well-prepared?
② Less well-prepared?
③ About the same?

e. How would you describe the constraints on your institution's resources?

① Few
② Moderate
③ Serious
④ Severe

f. How would you describe the morale of the Humanities faculty at your institution?

① Generally high
② Uneven
③ Generally low

g. How would you describe the morale of the Natural Science faculty at your institution?

① Generally high
② Uneven
③ Generally low

h. How would you describe the morale of the Social Science faculty at your institution?

① Generally high
② Uneven
③ Generally low

i. Is your faculty unionized?

① Yes ② No

If no, skip to question k.

j. If yes, how has having a unionized faculty affected your job?

① My job is easier now.
② My job is more difficult now.
③ It has not changed the difficulty level of my job.

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k. How do you feel faculty salaries at your institution compare with those at your peer institutions?

① Faculty salaries here are less.
② Faculty salaries here are about the same.
③ Faculty salaries here are higher.

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13. Most academic administrators have an idea of what an effective administrator is like. In column I rank order the characteristics in terms of how much you believe they contribute to an administrator's effectiveness. Assign "5" to the most important characteristic.

In column II rank order the characteristics according to what you consider to be your personal strengths as an administrator. Assign "5" to your greatest strength.

	I Effective Administrator Most important — Very important — Somewhat important — Slightly important — Not important	II Personal Strengths Great strength — Moderate strength — Little strength — Some weakness — Major weakness
a. **Administrative skills** (those things the administrator does to make the organization function; e.g., communicate with faculty, students, alumni; reach and carry through on decisions)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
b. **Values** (the core values he or she holds about what is important in academia, and how to best achieve these goals for students and faculty members)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
c. **Professionalism** (the integrity with which he or she conducts business; her or his knowledge of and commitment to the institution; dedication to the role of being an effective administrator)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
d. **Experience/Background** (knowledge of faculty life; preparation, formal and informal, as an administrator; educational credentials; ability to fulfill special requirements such as fund-raising)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
e. **Personality** (those aspects of her or his demeanor that make it more or less easy to work with her or him)	① ② ③ ④ ⑤	① ② ③ ④ ⑤

Thank you for taking the time to complete this survey.

The Faculty at Work Survey Instrument:

Test-Retest Coefficients and the National Faculty Surveys

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The Faculty at Work Survey Instrument:

Test-Retest Coefficients and the National Faculty Surveys

Abstract

This paper examines the statistical reliability of items in a national faculty survey, explains differences in reliability among items and item types, identifies variables and constructs generally assumed to be stable (but which the data suggest is not the case), and discusses the implications drawn from national surveys when retest reliability has not been assessed.

While all but a few items achieve statistically significant retest correlation coefficients, the range is large. In general, items requesting *behavior* information attain the highest r_s's, those dealing with *beliefs* more moderate values, and those requiring *perceptions* the lowest. One needs seriously to consider policy recommendations based on some survey data and to require future national survey researchers to retest their instruments so that scholarship can advance with confidence in what are established truths.

The Faculty at Work Survey Instrument: Test-Retest Coefficients and the National Faculty Surveys

Introduction/Objectives

Large-scale survey data on faculty have been available since the 1960's. The surveys have been used as the bases for further academic research, theory modelling, and educational policy. The information collected is used frequently to predict faculty behaviors. Descriptive statistics have influenced federal and state governments in their allocation of resources. Their cumulative impact on theory and practice of, for example, government policy decisions based on these data has been and continues to be powerful.

All such use of survey data, of course, is based on several implicit assumptions, including accuracy of the data collection and reporting, honesty on the part of survey respondents, and the statistical reliability of the data collected. Of the above, reliability is the least documented characteristic. If the survey data are not statistically reliable, that is, if they represent only a "snapshot" of time rather than faculty characteristics that remain stable for longer periods, then the underlying rationale of, and evidence for, many educational policies and theories become suspect.

The accuracy and honesty issues have been established for faculty. Three independent studies have verified that faculty report with a high degree of accuracy and integrity their behaviors (e.g., articles published) and facts about themselves (e.g., highest degree). (See Allison & Stewart (1974), Blackburn, Boberg, O'Connell, & Pellino (1980), and Clark & Centra (1985).) There is no evidence that retest reliability exists for any of the other 15 national surveys of faculty (Bentley, Blackburn, & Bieber, 1990).

The reliability issue, however, is another matter. As Robinson, Athanasiou, and Head (1969:9-10) pointed out sometime ago, with lamentable carry over truth through this day:

> One of the most unfortunately ambiguous terms in psychometry is 'reliability.' There are at least three major entities to which the term can refer: (1) the correlation between the same person's score on the same items at two separate points in time; (2) the correlation between two different sets of items at the same time . . .; and (3) the correlation between the scale items for all people who answer the items The latter two indices refer to the internal structure or homogeneity of the scale items . . . while the former indicates stability of a person's item responses over time. It is unfortunate that the test-retest index, which requires more effort and sophistication on the part of the scale developer, is available for so few instruments in the literature. While the test-retest reliability level may be approximately estimated from indices of homogeneity, there is no substitute for the actual test-retest data.[1]

The objectives of this research are: (1) to examine the statistical reliability of critical variables in our national faculty survey; (2) to explain differences in reliability among items and item types (variables); (3) to identify those variables and constructs generally assumed to be stable that our data suggest are not; and (4) to examine the implications of these findings for national faculty surveys where retest reliability has not been assessed.

The Data

The reliability analysis was performed on data from a national survey conducted by the National Center for Research to Improve Teaching and Learning (NCRIPTAL). The survey, *Faculty at Work*, is a stratified random sample of faculty from eight disciplines in nine Carnegie Institutional Classifications (1987). The survey was administered from November, 1987

1. Robinson's (1991) significantly revised version (with new collaborators Shaver and Wrightsman) of this book more than two decades later carries the identical words.

through January, 1989. Fifty-four percent (54%) of the target respondents completed the survey, giving a final n=3,972.

Methodology

Random samples of 50 respondents for selected item sets were sent a single page photocopy of our questionnaire. By way of illustration, 50 faculty were sent p. 1, section 1, items 1-20. Another 50 faculty were sent section 2, items a-m, and so on. They received our request somewhere between 6 and 10 weeks of returning the full questionnaire to us. All were mailed at the same time, the difference in elapsed time being a consequence of whether they were an early or late returner of the original questionnaire (thus 10 and 6 weeks, respectively).

Each retest page was accompanied by a personal letter to the respondent requesting help and explaining the purpose of the reliability study. (See Appendix A.) There was no follow up. About 40 faculty for each question set responded to our request for a robust 80% response rate and adequate N's for each section to run correlation coefficients.[2]

Straight-forward Pearson r's and non-parametric correlations were run. On average, there are no overall differences between the two measures although there are on some items. Since skewness reduces variance, which in turn attenuates parametric correlations, non-parametric correlations are more appropriate for skewed distributions. Since moderate to extreme skewness occurs frequently enough in our data, we report the non-parametric r's. There

2. The range was from 31 to 47. R's greater than .25 are significant at $p < .05$ for $N = 31$. Thus nearly all correlations are "statistically significant," even when low. Since one would expect relationship as a matter of course in a reliability study, statistical significance is not the most useful criterion in this context.

was no recoding (e.g., grouping Strongly Agrees with Disagree and Disagrees with Strongly Disagree to have a dichotomous variable).[3]

"Of all the statistical measures that social scientists use for their research, the one that is most difficult to interpret is the sample correlation coefficient (Marascuilo & Serlin, 1988:87)."

Reliability analysis adds another level of difficulty to the one identified by Marascuilo and Serlin. Correlation coefficients measure patterns of association rather than absolute correspondence. While this violation of the assumptions of correlation analysis consistently lead to the attenuation of the correlation measure, violations of the conceptual underpinnings of reliability testing may underestimate or overestimate the degree of association.[4]

Apart from assumption violations, correlations may mis-state the relationship between test and retest in one primary way: Suppose all respondents record a comparably higher score on the retest than on the first administration. The resulting correlation coefficient may be nearly perfect, yet no one respondent answered the same question the same way both times. In order to rule out this phenomenon, we performed percent-agreement and absolute value-change (difference score) calculations on our data, checking for the absolute degree and direction of item-value agreement between test and retest. The results display no apparent patterns of agreement, suggesting that no such

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3. We did experiment with recoding for some item sets when it seemed to make sense to group responses (such as just mentioned). While this sometimes led to an individual item achieving a higher coefficient, in every case the overall average correlation for a set of items was lower, as would be expected from the overall reduction in variance.

4. For an excellent and more detailed treatment of this problem in social science research, see Weissberg and Joslyn, 1977.

phenomena confound our analyses. Since no pattern could be discerned, we do not report these results.

In this light, higher correlations can be interpreted to say that respondents strongly agreeing with an item statement at the time of initial survey tended to agree or strongly agree when asked again 40 to 70 days later. Likewise, those strongly disagreeing also tended to remain consistent on the higher reliability items. Lower correlation items display few, conflicting, or no such consistent patterns of response.

Appendix A contains the instrument with the retest coefficients typed along side of the items. The results reported below follow the order of the questionnaire, their sequence in the survey instrument having been selected so as attract respondent attention (rather than in an order that reflects the conceptual model on which the instrument was built..

Results

Each section begins with a brief rationale for its inclusion. Then we point out highlights.

Section 1. *On the Work Environment*

Social-psychologists have recognized the important role that the environment plays in how people view the world of work. More specifically, the perceptions that individuals have of their environment can influence their behaviors. This set of questions is aimed at understanding how faculty perceive various aspects of their work environment.

In general, respondents' beliefs about the work environment remained constant over time. Items concerning changes in the faculty member's discipline (1.b and 1.h) and support for teaching and scholarship (1.d and 1.e) tended to be more weakly correlated. One item (1.i)--*being encouraged by the institution to work for the collective good of the department*--was a low $r_s = .26$. Faculty may be perceiving different messages at different points in time. Another item (1.s)--*the effects of teaching underprepared students on my teaching*--was even lower ($r_s = .23$). In our interviews, faculty often seemed to view "underprepared" as a code-word for "minority student." Faculty may not wish to admit that they do not want to teach minority students, even on a confidential questionnaire. How they will respond to such a question at different points in time understandably will vary. Maybe this issue is such a sensitive one that faculty equivocation is unavoidable (at least currently).

Section 2. *Self-efficacy*

Theory and some research (but not on college and university faculty) assert that people selectively engage in activities in which they believe their performance makes a difference, that what they do influences the outcomes. Said another way, when faculty believe that what they do matters, they are motivated to act. This set of questions is designed to estimate a faculty member's self-efficacy with regard to impact on student learning and organization decisions that can effect the context in which they teach.

In the main, the correlations of perceptual items in this group are appreciably lower than those for belief items. *How much I am able to affect outcomes that matter to me* (e.g., item 2.l, securing resources to maintain ongoing programs I consider important) has a test-retest correlation of only r_s

=.33. (See the discussion section for an analysis of the overall differences in reliabilities between behavior, beliefs, and perceptions.)

Section 3. *Teaching behaviors*

The teaching process takes many shapes and forms. This section is aimed at determining the types of activities that faculty utilize in their teaching. The activities listed in the questionnaire are those that the literature say effective teachers use.

Overall, these are moderate to high correlations, from $r_s = .44$ to $r_s = .73$. They report what faculty say they do when they are teaching.

Section 4. *Scholarly Activities*

Perhaps the least studied activity in which faculty engage is their scholarship role. "Scholarly" research is that undertaken with no intention of publishing a book or article but for the benefit of the individual faculty member. This type of scholarship can also be considered "self-improvement." Since a published product is not the outcome of this type of research, insights gained by faculty members through this type of inquiry tend to make their way into the classroom through a revised reading list for a course, a modified lecture, a different focus for a discussion session, and the like.

This set has moderate correlations. The average coefficient is .66. They are behaviors--how many times I did specific kinds of things. The high correlation is intuitively sensible--behaviors are much more readily quantified than feelings or perceptions, and therefore more likely to be reproduced accurately.

Section 5. *Research*

In contrast to scholarship, research is the activity in which faculty engage with the intention that an actual product will result (e.g., an article, a book). Myriad factors influence faculty research productivity. These include teaching loads, financial support, institutional reward structures, personal preferences, and believed competence.

This set is also behaviors--how many times the respondent published, made conference presentations, etc. --and all but one have high coefficients. The exception--*Editing the proceedings of a professional meeting*--was a low r_s = .20. We have no explanation for this unsatisfactory reliability.

Section 6. *Campus Service*

This component asked faculty how often they engage in certain campus service activities (e.g., committee work). Like the area of scholarship, there has been very little work done in this domain even though it is an acknowledged faculty responsibility.

As with "Scholarly Activities," reporting direct behaviors produces respectable correlation coefficients. They range from r_s = .56 to r_s = .79.

Section 7. *Beliefs about Instruction*

The beliefs and assumptions faculty make about the teaching-learning process influence virtually every aspect of the process: choosing texts/readings, class structure/format, style of lecturing and leading discussions, assignments, and so on. Such beliefs may also guide administrative decisions about academic issues.

Here there is more variation, from high correlations (r_s's = .78 and .77) to r_s = .22 (*assisting students who demonstrate an interest in learning*). The last dumbfounds us. One would think every faculty member would want to work with students who want to learn. The typical faculty complaint is that they have too many students who show no interest. There must be two or more different ways faculty interpreted this item. Maybe faculty feel they do not need to be concerned about those students who are already interested but they are concerned about those who show no interest.

8. *Demographics*

This wide assortment of personal information and expressions about their careers were not retested. As documented earlier, faculty accurately report personal information about themselves. One piece of internal evidence is that Question cc, an open ended question that asked "how many of your professional writings have been published or accepted for publication in the *last two years*?" correlates 0.78 with question 5k (in another section of the questionnaire) that asked for similar information, but in a slightly different format. That item asked on a scale from "never," "1-2 times," "3-4 times," "5-10 times," "more than 10 times" how frequently you have "published scholarly articles" during the *prior two years*.

9. *Credence to Feedback*

While it is generally understood that receiving feedback on one's performance is critical to improvement, it is not the case that feedback from different sources is given the same amount of credence. Faculty consciously choose to heed feedback from some sources and not from others.

This section identifies which sources of feedback faculty give the most credence. These items ask faculty to make assessments of how they rate the importance of the opinions of others who assess their performance. As with other non-behavior items, the correlations are lower, but acceptable, the exception being item 9.b--*a colleague's evaluation of my teaching* (r_s = .13). Apparently, collegial evaluations vary dramatically as an influence on faculty over even the short term. This is perhaps unsurprising given the increasingly competitive, externally-oriented nature of faculty life.

10a. *Beliefs about student's -- Expectations*

Faculty hold many beliefs about students. These beliefs are often played out in various forms. One form is expectations. Expectations faculty hold with regard to students can influence faculty behavior in the classroom. This section poses the basic question: "What is it that faculty generally expect of students?"

These are modest coefficients--neither extremely high nor unusually low. They range from r_s = .23 (item 10.a.8) to r_s = .58 (item 10.a.3). We are surprised that faculty beliefs about students and the relationship of students' learning styles to their courses are not more stable than they proved to be.

10b. *Assumptions about Classroom Learning Conditions*

The case for this section stands on the same grounds as section 10b above.

These coefficients are about the same as those for the beliefs about students--average, although the range is greater. The lowest correlation was about establishing conditions that let students discover new concepts or principles (item 10.b.5; r_s = .33).

Section 11: *Characteristics of Valued Faculty Members*

Faculty, like other professionals, have a sense of their own skills, beliefs, and personality characteristics. They are able to assess their strong points and weak points. That is, they are able to assess their own level of competence on a number of their job requirements.

They are also able to look at those with whom they work and discern which individuals are more highly regarded by the organization. There are organizational prototypes of the valued faculty member, people who are an embodiment of the institutional norms.

This set of questions asks faculty member to consider the valued faculty member on their campuses and assess how characteristic various skills, beliefs, and personality traits are of such an individual. The respondents are also asked how they personally "measure up" to this ideal faculty member. Last, faculty are asked to report how difficult the specific skill areas are for them.

Section 11 has 70 items. They are divided on two dimensions, the first being three major groups of 10 items each. This first cut divides faculty *skills* (e.g., teaching, obtaining grants, etc.) faculty *beliefs/attitudes/values* (e.g., hard work is virtuous), and faculty *personality characteristics* (e.g., ambitious, competitive).

The second dimension addresses the complexity of perspective each faculty member holds. Thus, each respondent was asked to answer some or all of the 30 items described above from three different perspectives: how characteristic such a trait is of a valued faculty member on the respondent's campus; how they would rate themselves on the trait; and (for the *skill* items only) how difficult they themselves found the particular skill to perform.

11-I. *The Valued Faculty Member*

Coefficients for *skills* were modest to high (*obtains grants*, item 11.I.a.3 has $r_s = .86$). *Beliefs/attitudes/values* were also high (respects others, item 11.I.b.7 has $r_s = .88$), but believes in the virtue of hard work (item 11.I.b.3) has a correlation of $r_s = .41$. The coefficients for *personality characteristics* were slightly lower.

11-II. *Self-competence*

Self-competence is a view of oneself as able to succeed at tasks and in roles that affect the goals one has. The coefficients for the *skills* faculty say they possess are reasonably high. For example, "publishes" (item 11.II.a.5) has $r_s = .81$. However, their own *beliefs/attitudes/values* are somewhat more variable. Believes in the virtue of hard work is lower (item 11.II.b.3; $r_s = .41$) and so is respects others (item 11.II.b.7; $r_s = .22$). We do not know why. Coefficients for *personality characteristics* are adequate but not as high as anticipated.

11-III. *Difficulty of Competencies*

These are generally high. The average is $r_s = .58$. Faculty tend to have a clear and consistent awareness of their areas of weakness or challenge.

12. *Assessment of Administrators*

This section asks the respondent to consider and then rate her/his immediate administrator and the next higher level administrator along various dimensions that are associated with effective administration and management. The set of questions is designed to elicit faculty responses about the quality of

administrative leadership on their campuses as a key environmental factor that could affected their behavior.

We either overlooked this set of five questions or lost the responses. We do not have retest data. While we regret this omission, these data did not prove valuable. Faculty did not differentiate between the different characteristics of their administrators. They either liked them or the opposite. There was but a single factor and it did not relate to outcome variables.

13a. *Percent Effort Given to the Academic Roles*

How faculty allocate their work effort is a reflection of not only their personal interests and desires but also of their understanding of their institution's reward structure. To the extent there is a discrepancy between the two, tension may exist for faculty with regard to what they may prefer to do and how they actually allocate their time.

The average for this set is r_s = .77--the highest of the item-set average correlations. They are reports of behaviors and have been important outcome variables for us in the analyses we have made.

Our research has used only column "I," the gross breakdown of time between teaching, scholarship, research, and service. We know from the inaccurate and out-of-range responses of column "II" (the finer distinctions of time within categories like "teaching") that respondents became confused by the instructions. Consequently, we have not used these data.

13b. *Perceptions of the Environment and Personal Preference*

The first of these is an investigation of institutional signals faculty have analyzed and judged. Of all perceptual items, these are clearly the most reliable. Apparently faculty hold a consistent interpretation of what the administration wants when it comes to their allocation of effort to the various roles.

The personal preference for roles (the other half of 13b) reflects faculty interest in engaging in different kinds of activities. These high coefficients show that faculty preferences are highly consistent, at least in the short run. How respondents wanted to allocated their work effort yesterday is generally how they want to do so today.

Section 14. *Metaphors*

This section called for atypical responses, one not amenable to reliability analysis. Hence no retest was done on this section.

Summary & Discussion

Correlations range from highs in the neighborhood of r=.95 to lows of r=.13, with percent agreement showing comparable variations. All correlations were positive.

To the degree that there is a pattern in the coefficients between sections of the instrument, items that call for behaviors (classroom teaching activities, publications) are the most reliable. Beliefs about ongoing matters (goals for students, self competencies) are next. Coefficients for items where the respondents pass judgement on their ability to influence outcomes either for students or for themselves, or whether the conditions of work are good or bad, are lowest. This is the domain that touches on faculty work and career

satisfaction, a point we return to in looking at the implications of these findings. (There were some anomalous results, some attributable to ambiguous wording of the survey question, but others still mystifying as we pointed out above.[5])

Certain Faculty at Work questionnaire items conform to items asked on prior national surveys, while others are associated but not identically worded. For example, faculty were asked to agree strongly --> disagree strongly with the statement "*the collegial resources (faculty to contribute to my class, persons with whom I can discuss appropriate topics) available at my institution help enrich my teaching.*" This item paraphrases a question regarding the intellectual life of the faculty person's unit that is present on most of the national faculty surveys. Our test-retest coefficient of r=.64 is neither extraordinarily low nor particularly high, suggesting that the reliability of such data may not be as high as previously assumed. A similar example is "*My unit's colleagues know my specialty well enough to assist and critically review my scholarly work,*" with r=.52

Measures such as self-efficacy and self-competence are highly contextual. A person's assessment of how the world is treating her or him changes as the work climate fluctuates even from day to day. A respondent can feel positive (I influenced the decision to hire Jones rather than Smith) and competent (my manuscript was accepted for publication) one week, but a month later self assessment changes when respondents' colleagues did not approve her or his new course and/or a paper proposal was rejected. The reverse process is also possible. It is not surprising, then, that faculties' views of their ability to influence outcomes for others and themselves may change from day to day as they experience day to day successes and failures, victories and defeats.

5. There are a few items where the low correlation coefficient simply is not explainable. There must be a real flaw in the wording we did not catch.

At the same time, we point out that the high reliabilities achieved by our outcome variables (*e.g., effort given to the different faculty roles*) provide confidence in the research we have presented and published.[6] In addition, our research analyses more often than not use collections of items (that is, factors) rather than individual items as predictors. The Cronbach alphas for our factors have been consistently high--.7, .8, and higher.

Turning to the relationship of our instrument to those used in other national faculty surveys, none has ever reported test-retest reliabilities. (See Bentley & Blackburn (1991) for a report on the 15 national faculty surveys.) Their technical reports are silent on the matter. One assumes that they were never conducted. Consequently, there is nothing with which to compare our findings. The most reasonable assumption is that theirs would be much like ours, at best. We tend to believe ours are more likely to be reliable than the other efforts because of the pretesting we did. Also, our questionnaire language was that given to us by faculty during our interviews with them. We spoke to them in their vernacular.[7]

Implications

Questions regarding faculty satisfaction tend to have policy implications. Unsatisfied workers are expected to underperform and so changes are called for.

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6. A list of research conference papers and articles are in Appendix B.

7. Of course it may be that using faculty argot--*knows how to work the system* was an item characterizing the valued faculty member--introduced fuzziness that led to lower test retest reliability correlations for certain items. However, we believe that the overall effect on using faculty terms on the survey's reliability was positive.

Yet it is precisely these kinds of items that have low retest reliability and whose responses fluctuate the most from day to day.[8]

Ernest Boyer (1987:xviii), President of the Carnegie Foundation for the Advancement of Teaching, concludes from his 1984 faculty survey that faculty loyalty to and support for their institution has declined. Should administrators initiate actions to strengthen these weaken ties on the basis of these questionnaire responses?

Should administrators construct strategies to increase faculty morale since it was reported on the same survey to be lower today than five years ago (Clark, 1987:221)?

Is faculty work life as miserable as Bowen and Schuster (1986) claim?[9] Will talented students not opt for a faculty career? What should be done about the future supply of faculty for the next generation of academics? Should the government underwrite Ph.D. training, as Bowen and Schuster recommend (pp. 274-281)? Answers to these questions based on prior faculty survey results may be questionable at best.

What confidence should one have in the decisions that have been made regarding these issues? Right now the answer should be "uncertain." If the data dealt with behaviors, one can be more confident than if the information came

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8. A literature search for research articles where faculty satisfaction was a dependent variable produced a host of articles. However, not a single one had retest reliability on their instruments.

9. "We have concluded that the professoriate is imperiled.
. . . an insidious deterioration of the quality of faculty life has taken place. (page 268)"

from questions that depended upon respondent beliefs and/or perceptions of the world about them, their span of control, and what their quality of life is.

The highly contextual, and thus rapidly changing, nature of faculty response to the NCRIPTAL survey instrument has strong implications for both the field of faculty development research and the use of data from this and other such national surveys. In particular, predictive models of faculty behavior may be at risk, since a high r-squared value obtained from an unreliable predictor variable is in fact spurious. In the absence of concrete data on reliability, researchers must be extremely careful to select only those *types* of variables that have been shown to tend toward reliability; otherwise they risk useless results. It is clear from the results of this inquiry that retest reliabilities should be a required component of any future survey research.

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Faculty at Work

A Survey of
Motivations, Expectations, and Satisfactions

2400 SEB, University of Michigan, Ann Arbor, Michigan 48109-1259

Faculty at Work: A Survey of Motivations, Expectations, and Satisfactions

General Directions

1. This survey is concerned with your teaching of *undergraduates* (even if you do not happen to be teaching undergraduates this term). Keep *this in mind* when you are responding to questions about classes and instruction.

2. Several questions deal with your *immediate area of work*. In many institutions that will be a department; in others it can be a division; in still others it could be a center or other organization. Because of the diverse possibilities, we have used the term **unit** as a generic term for all the organizational labels that exist. Simply read in your own situation when you see the word **unit**.

3. The terms teaching, scholarship, research, and service have a range of definitions. For the purpose of this survey, please use these:

   Teaching: Class preparation, scheduled classroom and laboratory instruction, grading, working with students in your office.

   Research: Activity that leads to a concrete product (an article, report, monograph, book, grant proposal, software development).

   Scholarship: Professional growth—enhancing your knowledge or skill in ways which may not necessarily result in a concrete product (library work, reading, exploratory inquiries, computer use).

   Service: Work in college/university meetings, community activities, professional association involvements.

4. We have tried to design the questionnaire so the greatest number of individuals can respond. Some questions, however, may be inappropriate for your own situation. Answer all the questions as well as you can.

5. You'll enjoy the questions more if you take each at its most obvious intention and avoid making subtle (even when valid) distinctions.

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National Center for Research to Improve Postsecondary Teaching and Learning

[I.D. Number will be printed here]

Response Instructions

Most of the questions below can be answered by simply filling in the circle ● which identifies what you consider the most appropriate response.

It does not matter what type of pen or pencil you use.

If you change your mind or mark the wrong space, cross it out ⊗ and fill in the space you wish.

1. Below are several statements about the environment in which you work. They can affect your ability to do what is expected and/or achieve your goals. For each statement, indicate the degree of truthfulness it has for you by filling in the appropriate circle .

Non-parametric r			Very high degree of truth	Generally true	Generally not true	Little or no truth
.77	a.	My institution's goals for students tend to be more oriented toward careers and professionalism than toward the liberal arts.	①	②	③	④
.56	b.	As a result of changes in my discipline in the past decade, I have had to make significant changes in my teaching methods.	①	②	③	④
.55	c.	The most highly rewarded faculty members at my institution are those oriented primarily toward their professional accomplishment.	①	②	③	④
.41	d.	The support services for teaching (lab facilities, computers, libraries, clerical assistance, audio-visual aids, student assistance, etc.) help me teach what and how I would like.	①	②	③	④
.51	e.	The support services available at my institution for my scholarship help me conduct the kind of inquiry I desire.	①	②	③	④
.65	f.	The collegial resources (faculty to contribute to my class, persons with whom I can discuss appropriate topics) available at my institution help enrich my teaching.	①	②	③	④
.68	g.	There is a high degree of agreement among my unit's colleagues about the content of our curriculum.	①	②	③	④
.62	h.	As a result of changes in my discipline in the past decade, I have had to make significant changes in the content of my courses.	①	②	③	④
.26	i.	I am encouraged by my institution to work for the collective good of my unit.	①	②	③	④

(continued in next column)

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Non-parametric r			Very high degree of truth	Generally true	Generally not true	Little or no truth
.67	j.	I feel pressure from my colleagues to teach in a particular way.	①	②	③	④
.63	k.	I feel pressure from my institution to grade in a particular way.	①	②	③	④
.62	l.	A class with a wide range of student abilities is most difficult for me to teach.	①	②	③	④
.74	m.	Faculty can trust the administration to act in good faith for the betterment of the institution.	①	②	③	④
.60	n.	Faculty can trust established faculty groups (e.g., governance committees) to act in good faith for the betterment of the institution.	①	②	③	④
.70	o.	The faculty in my *unit* are more committed to the teaching of their discipline than they are to adding to their discipline's knowledge base.	①	②	③	④
.83	p.	The faculty in this *institution* are more committed to teaching than they are to doing research in their disciplinary domain.	①	②	③	④
.49	q.	My unit's colleagues know my specialty well enough to assist and critically review my scholarly work.	①	②	③	④
.61	r.	A class composed primarily of underprepared students negatively affects my teaching.	①	②	③	④
.48	s.	Some units on this campus receive more than a fair share when it comes to the central administration's allocation of resources.	①	②	③	④
.56	t.	An ineffective/unproductive colleague at my institution can be changed into a contributing member of this organization.	①	②	③	④

2. A faculty member's activities may influence what happens to others as well as to herself or himself. Below are some outcomes that depend to varying degrees on your efforts. Fill in the circle that best corresponds to how much influence you think you have on each of the following.

Non-parametric r			Substantial influence	Some influence	Minor influence	Really no influence at all
.50	a.	Student learning.	①	②	③	④
.61	b.	Departmental curriculum committee decisions.	①	②	③	④
.60	c.	Having something you have written accepted for publication.	①	②	③	④
.58	d.	Student career achievements.	①	②	③	④
.71	e.	The salary increase you will receive next year.	①	②	③	④
.49	f.	The next chair of your unit.	①	②	③	④
.61	g.	Establishing student admission requirements.	①	②	③	④
.51	h.	Obtaining money for travel to professional association meetings (beyond standard institutional allocations).	①	②	③	④
.48	i.	The personal interests you wish to pursue.	①	②	③	④
.48	j.	Setting requirements for graduation.	①	②	③	④
.77	k.	The next faculty member hired in your unit.	①	②	③	④
.33	l.	Securing resources to maintain ongoing programs that you consider important.	①	②	③	④
.36	m.	Establishing criteria for annual review of faculty members.	①	②	③	④

3. Consider a *basic introductory* course you teach on a regular basis. Fill in the response which corresponds to how frequently you do each of the following.

Non-parametric r			Very often	Often	Occasionally	Seldom	Rarely
.60	a.	Require use of a writing style manual, proper lab report format, etc.	①	②	③	④	⑤
.46	b.	Develop new course or lab materials (e.g., self-instruction package, original experiment).	①	②	③	④	⑤
.43	c.	Supervise independent study programs.	①	②	③	④	⑤

(continued in next column)

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Non-parametric r			Very often	Often	Occasionally	Seldom	Rarely
.47	d.	Require annotated bibliographies or documented laboratory reports for your students' course work.	①	②	③	④	⑤
.73	e.	Design research internship experiences for your students.	①	②	③	④	⑤
.76	f.	Critically review the rough draft of the students' major papers or reports.	①	②	③	④	⑤
.65	g.	Have students conduct on-line searches for their research projects.	①	②	③	④	⑤
.67	h.	Require a research paper as part of your class.	①	②	③	④	⑤
.41	i.	Supervise tutorials.	①	②	③	④	⑤

4. Fill in the circle that most closely indicates how often you have done the following during the *last year*.

			More than 10 times	5-10 times	3-4 times	1-2 times	Never
.73	a.	Attended a visiting lecturer's presentation on campus.	①	②	③	④	⑤
.44	b.	Presented your ongoing work on campus.	①	②	③	④	⑤
.51	c.	Served as a guest on a local radio or television station.	①	②	③	④	⑤
.67	d.	Attended a campus seminar where a colleague was presenting her or his work.	①	②	③	④	⑤
.71	e.	Had informal conversations about research with colleagues at professional meetings.	①	②	③	④	⑤
.74	f.	Attended a campus workshop on teaching.	①	②	③	④	⑤
.77	g.	Had telephone conversations with colleagues to discuss your scholarly activities.	①	②	③	④	⑤
.72	h.	Gone off-campus to attend a meeting on the teaching of your discipline.	①	②	③	④	⑤

5. Fill in the circle that most closely indicates how frequently you have done each of the following during the *prior two years*.

Non-parametric r		Never	1-2 times	3-4 times	5-10 times	More than 10 times
.91	a. Submitted an article for publication in an academic or professional journal.	①	②	③	④	⑤
.81	b. Made a presentation at a professional conference.	①	②	③	④	⑤
.63	c. Written for the popular press.	①	②	③	④	⑤
.78	d. Published chapters in a book.	①	②	③	④	⑤
.81	e. Reviewed articles for a professional journal.	①	②	③	④	⑤
.61	f. Organized a professional meeting.	①	②	③	④	⑤
.20	g. Edited the proceedings of a professional meeting.	①	②	③	④	⑤
.90	h. Submitted a research proposal to a governmental or private agency.	①	②	③	④	⑤
.64	i. Written a research report for an agency, institution, or other group.	①	②	③	④	⑤
.70	j. Served on an editorial board of a journal.	①	②	③	④	⑤
.82	k. Published scholarly articles.	①	②	③	④	⑤

6. Consider the *past five academic years*. Fill in the circle that indicates how many times you have done each of the following.

		Never	1-2 times	3-4 times	5-10 times	More than 10 times
.65	a. Team taught a class.	①	②	③	④	⑤
.79	b. Participated in campus-wide committees dealing with major issues.	①	②	③	④	⑤
.68	c. Chaired a campus or unit committee.	①	②	③	④	⑤
.58	d. Played a role in your unit's curriculum revision.	①	②	③	④	⑤
.56	e. Conducted a study to help solve a unit problem.	①	②	③	④	⑤

7. Faculty implicitly or explicitly make some assumptions about teaching-learning processes. Use the scale below to fill in the blank in the sentence "As a teacher, I am _____ with . . ."

Non-parametric r		Slightly or not concerned	Somewhat concerned	Moderately concerned	Very highly concerned
	As a teacher, I am _____ with:				
.78	a. transmitting facts, principles, and theories of my discipline.	①	②	③	④
.58	b. helping students to improve and make the most of their roles in society.	①	②	③	④
.58	c. demonstrating an intellectual, artistic, or scientific process.	①	②	③	④
.48	d. encouraging students' overall personal development.	①	②	③	④
.77	e. enhancing students' abilities to reason and communicate their thoughts.	①	②	③	④
.22	f. assisting students who demonstrate an interest in learning.	①	②	③	④
.22	g. having students advance their socio-economic status.	①	②	③	④

8. The following questions are about your background. Fill in the appropriate circle or write the response in the appropriate blanks. (If you have a joint appointment, answer from the perspective of the academic unit that is most important to you.)

a. List the highest academic degree you have earned, the institution granting it, and the year in which it was obtained.

Degree _____ Year _____

Institution _____

b. In what unit (e.g., natural sciences, history) is your principal teaching appointment?

_____

c. What is your area of specialization (e.g., sociology, chemistry)?

_____

d. How many colleagues do you have on campus who either can teach your courses if you need to be elsewhere or can give a constructive critique of your scholarly work? _____

(continued on next page)

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e. How many years have you been at this institution (not including this year)? _____ (total years)

As a faculty member _____ (years)

As an administrator _____ (years)

f. Are you currently appointed to an administrative position?

① Yes ② No (If no, skip to letter h.)

g. If yes, what percentage of your time does this administrative appointment represent? _____%

h. How many years have you been at other colleges and universities? _____ (total years)

As a faculty member _____ (years)

As an administrator _____ (years)

i. What is your gender?

① Female ② Male

j. In what year were you born? 19_____

k. What is your present rank? (Fill in one only.)

① Instructor
② Assistant Professor
③ Associate Professor
④ Professor
⑤ Lecturer
⑥ There are no ranks at my institution.
⑦ Other

l. How many years have you held your current rank (not including this year)? _____ (years)

m. What kind of appointment do you now hold? (Fill in one only.)

① Regular with tenure
② Regular without tenure
③ Yearly term appointment
④ Visiting
⑤ Other

n. If not tenured, are you in a tenure track position? (Leave blank if tenured.)

① Yes ② No

o. How fair is your salary in comparison with that of your peers at your institution?

① More than I deserve
② About as much as I deserve
③ Somewhat less than I deserve
④ Much less than I deserve
⑤ I don't know.
⑥ I don't care.

p. How does your salary compare with those of your colleagues at peer institutions?

① Appreciably higher
② Somewhat higher
③ About the same
④ Somewhat lower
⑤ Appreciably lower
⑥ I don't know.
⑦ I don't care.

(continued in next column)

(continued from previous column)

q. What percentage of your raise for this year was based on merit? _____ %

(E.g., if the institution's salary program called for an average or total raise of 6%, and 4% of this was "across-the-board," you would enter "2%.")

r. Into approximately how many dollars does that percent merit raise translate? $ _____

s. Your race or ethnic group is:

① White/Caucasian
② Black/Negro/Afro-American
③ Native American/American Indian
④ Mexican American/Chicano
⑤ Puerto Rican
⑥ Hispanic
⑦ Oriental
⑧ Other Asian
⑨ Other

t. Comparing yourself with other academic persons of your age and qualifications, how successful do you consider yourself in your career?

① Very successful
② Fairly successful
③ Fairly unsuccessful
④ Very unsuccessful

u. In general, how do you feel about this institution?

① It is a very good place for me.
② It is a fairly good place for me.
③ It is not the place for me.

v. If you were to begin your career again, would you still want to be a faculty member?

① Definitely yes
② Probably yes
③ Probably no
④ Definitely no

w. Do your interests lie primarily in teaching or in research?

① Very heavily in research
② In both, but leaning toward research
③ In both, but leaning toward teaching
④ Very heavily in teaching

x. In the past 12 months, did you (or your project) have research support from any of the sources listed below? Fill in "yes" or "no" for *each* possible response.

	Yes	No
(1) Institutional or departmental funds	①	②
(2) Federal agencies	①	②
(3) State or local government agencies	①	②
(4) Private foundations	①	②
(5) Private industry	①	②
(6) Other	①	②

(continued on next page)

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y. How many external grant proposals have you submitted within the *last two years* (best estimate)? _____

z. How many external fellowship applications have you submitted within the *last two years* (best estimate)? _____

aa. Over your career, how many external grant proposals have you submitted (best estimate)? _____

bb. Over your career, how many external fellowship applications have you submitted (best estimate)? _____

cc. How many of your professional writings have been published or accepted for publication in the *last two years*? _____

dd. Over your career, how many articles have you published in academic or professional journals (best estimate)? _____

ee. Over your career, how many books or monographs have you published or edited, alone or in collaboration (best estimate)? _____

9. Faculty receive feedback on their work in a variety of ways and from different people. Fill in the circle that best corresponds with the degree of credence you give to each of the following :

Non-parametric r		A great deal of credence	A moderate amount of credence	Some credence	Little or no credence	Never received
.53	a. Your unit chair's evaluation of your teaching.	①	②	③	④	⑤
.13	b. Your colleagues' (faculty members in your unit) evaluation of your teaching.	①	②	③	④	⑤
.51	c. Student responses on teaching evaluation forms.	①	②	③	④	⑤
.53	d. Your chair's or dean's comments on your scholarly activities.	①	②	③	④	⑤
.68	e. Your colleagues' (faculty members in your unit) comments on your scholarly work.	①	②	③	④	⑤
.56	f. Alumni comments about the impact you had on them.	①	②	③	④	⑤
.50	g. Your chair's or dean's comments on your service contributions to the institution.	①	②	③	④	⑤

10. For each statement below, fill in the circle that best expresses your level of agreement.

Non-parametric r		Strongly agree	Tend to agree	Tend to disagree	Strongly disagree
	a. *I expect undergraduate students will generally:*				
.44	(1) think for themselves.	①	②	③	④
.53	(2) share ideas and work cooperatively.	①	②	③	④
.58	(3) seek to outperform one another.	①	②	③	④
.54	(4) learn only what is required.	①	②	③	④
.41	(5) lack interest in the subject matter.	①	②	③	④
.53	(6) feel overwhelmed by my course requirements.	①	②	③	④
.46	(7) need frequent feedback on their performance.	①	②	③	④
.23	(8) be appropriately challenged by my course requirements.	①	②	③	④
.53	(9) work on their own.	①	②	③	④
	b. *I assume undergraduates learn best when:*				
.44	(1) course content is determined by the teacher.	①	②	③	④
.46	(2) pace is set for the group by the teacher.	①	②	③	④
.59	(3) course content is perceived to have immediate relevance to the students' lives.	①	②	③	④
.52	(4) course content is determined cooperatively by students and the teacher.	①	②	③	④
.33	(5) conditions are established that let students discover new concepts or principles.	①	②	③	④
.38	(6) competition among students is fostered.	①	②	③	④
.41	(7) students progress at their own pace.	①	②	③	④

11. Below are sets of words and phrases that faculty have used to describe the valued faculty member on their campuses. The first set has to do with skills and abilities of these faculty members. The second set consists of values and attitudes ascribed to these people. The third set contains personality characteristics respected faculty members are said to possess.

First, fill in the circle in column I that best represents the extent to which the word or phrase characterizes the faculty members you believe are valued on your campus. Then, in column II, indicate how characteristic the skills, the beliefs/attitudes/values, and the personality characteristics are of you. Last, in column III, **for the skills only**, fill in the circle corresponding to how difficult each is for you. (Go across the sheet for each item.)

Non-parametric r		I Characteristic of valued faculty Highly characteristic — Somewhat characteristic — Slightly characteristic — Not at all characteristic	Non-parametric r	II Characteristic of you Highly characteristic — Somewhat characteristic — Slightly characteristic — Not at all characteristic	Non-parametric r	III Difficulty for you Very difficult — Difficult — Of average difficulty — Not very difficult
	a. Skills					
.48	(1) Teaches effectively	① ② ③ ④	.52	① ② ③ ④	.57	① ② ③ ④
.49	(2) Keeps abreast of developments in the discipline	① ② ③ ④	.34	① ② ③ ④	.48	① ② ③ ④
.86	(3) Obtains grants	① ② ③ ④	.78	① ② ③ ④	.51	① ② ③ ④
.24	(4) Communicates well	① ② ③ ④	.51	① ② ③ ④	.48	① ② ③ ④
.78	(5) Publishes	① ② ③ ④	.81	① ② ③ ④	.68	① ② ③ ④
.41	(6) Is organized	① ② ③ ④	.71	① ② ③ ④	.54	① ② ③ ④
.51	(7) Works skillfully with students	① ② ③ ④	.76	① ② ③ ④	.58	① ② ③ ④
.45	(8) Responds to requests	① ② ③ ④	.28	① ② ③ ④	.58	① ② ③ ④
.52	(9) Is an excellent lecturer	① ② ③ ④	.58	① ② ③ ④	.68	① ② ③ ④
.49	(10) Knows how to work the system	① ② ③ ④	.66	① ② ③ ④	.67	① ② ③ ④
	b. Beliefs/Attitudes/Values					
.67	(1) Is highly committed to teaching	① ② ③ ④	.43	① ② ③ ④		
.66	(2) Is concerned about students	① ② ③ ④	.49	① ② ③ ④		
.41	(3) Believes in the virtue of hard work	① ② ③ ④	.41	① ② ③ ④		
.80	(4) Is highly committed to research	① ② ③ ④	.73	① ② ③ ④		
.61	(5) Holds high standards	① ② ③ ④	.48	① ② ③ ④		
.53	(6) Has integrity	① ② ③ ④	.43	① ② ③ ④		
.88	(7) Respects others	① ② ③ ④	.22	① ② ③ ④		
.51	(8) Is dedicated to the liberal arts	① ② ③ ④	.64	① ② ③ ④		
.60	(9) Is a team player	① ② ③ ④	.73	① ② ③ ④		
.58	(10) Is devoted to the institution	① ② ③ ④	.58	① ② ③ ④		
	c. Personality Characteristics					
.64	(1) Is supportive	① ② ③ ④	.56	① ② ③ ④		
.65	(2) Is understanding	① ② ③ ④	.59	① ② ③ ④		
.53	(3) Is open	① ② ③ ④	.35	① ② ③ ④		
.34	(4) Is candid	① ② ③ ④	.59	① ② ③ ④		
.58	(5) Has a sense of humor	① ② ③ ④	.52	① ② ③ ④		
.54	(6) Is personable	① ② ③ ④	.40	① ② ③ ④		
.46	(7) Is dedicated	① ② ③ ④	.48	① ② ③ ④		
.66	(8) Is ambitious	① ② ③ ④	.55	① ② ③ ④		
.70	(9) Is competitive	① ② ③ ④	.44	① ② ③ ④		
.53	(10) Is persevérant	① ② ③ ④	.62	① ② ③ ④		

12. Most faculty members have an idea of what an effective administrator is like. Rate both your immediate administrator (e.g., chair/director, division head) and the next higher level individual (e.g., dean, academic vice president/provost) on each of the following attributes that can affect your work. Fill in the circle that most closely corresponds to your overall level of satisfaction.

	Immediate Administrator	Next Higher Level Administrator
	Very satisfactory ① — Somewhat satisfactory ② — Somewhat dissatisfactory ③ — Very dissatisfactory ④	Very satisfactory ① — Somewhat satisfactory ② — Somewhat dissatisfactory ③ — Very dissatisfactory ④
a. **Administrative skills** (those things the administrator does to make the organization function; e.g., communicate with faculty, students, alumni; reach and carry through on decisions)	① ② ③ ④	① ② ③ ④
b. **Values** (the core values he or she holds about what is important in academia, and how to best achieve these goals for students and faculty members)	① ② ③ ④	① ② ③ ④
c. **Professionalism** (the integrity with which he or she conducts business; her or his knowledge of and commitment to the institution; dedication to the role of being an effective administrator)	① ② ③ ④	① ② ③ ④
d. **Experience/Background** (knowledge of faculty life; preparation, formal and informal, as an administrator; educational credentials; ability to fulfill special requirements such as fundraising)	① ② ③ ④	① ② ③ ④
e. **Personality** (those aspects of her or his demeanor that make it more or less easy to work with her or him)	① ② ③ ④	① ② ③ ④

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13. During the *current term*, how much time are you giving to teaching, scholarship/professional growth, research, and service in a typical week? (*Teaching* is the time spent preparing for teaching, scheduled classroom and laboratory instruction, grading, working with students. *Scholarship/Professional Growth* is the time spent enhancing your knowledge or skill in ways which may not necessarily result in a concrete product—library work, reading, exploratory inquiries, computer use. *Research* is the time spent in activities that lead to a concrete product—article, report, monograph, book, grant proposal, software development. *Service* is the time spent in college/university meetings, community activities, professional association involvements.)

a. Divide your work-time over the four principle activities. First, complete column I by entering the percent of time you give to each. Then go to column II and partition the major activity types into the sub-categories that are shown. For example, if you had reported teaching as 60% in column I, your three parts in column II might be 20%, 30%, and 10%.

Non-parametric r	I	Non-parametric r	II
		.71	____% (in class, lab, etc.)
.80	Teaching ____%	.63	____% (preparing for class, grading papers exams, etc.)
		.25	____% (tutoring, in office assistance, academic advising, etc.)
.65	Scholarship/ Professional Growth ____%		
		.71	____% (funding from outside your institution)
.86	Research ____%	.45	____% (other)
		.60	____%(internal: committees, administrative duties, counseling, etc.)
.77	Service ____%	.64	____%(external: professional organizations, civic projects, etc.)
	Total 100 %		

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13. b. Now complete the distribution two more times. First, indicate how you believe your institution wants you to allocate your effort. Then indicate how you would prefer to distribute your time to these four kinds of activities. (In all cases, be sure the percentage's total is 100.)

	NON-PARAMETRIC r	My perception of institutional preference	NON-PARAMETRIC r	My personal preference
Teaching	.80	____	.79	____
Scholarship/ Professional Growth	.55	____	.68	____
Research	.83	____	.83	____
Service	.61	____	.47	____
Total		100%		100%

c. In a typical calendar week, how many *hours* are you giving to the above activities? _____ (hours).

Compared to five years ago, is this:

① More?
② About the same?
③ Less?

d. For your classes this term, what is the largest enrollment? _____

Smallest? _____

Compared to five years ago, is your average class size:

① Larger?
② About the same?
③ Smaller?

e. How many hours of student assistance do you get per week? (If none, enter 0.) _____

Compared to five years ago, is this:

① More?
② About the same?
③ Less?

f. How many hours of clerical assistance do you have per week? (If none, enter 0.) _____

Compared to five years ago, is this:

① More?
② About the same?
③ Less?

g. How many thesis or dissertation committees are you currently chairing? _____

Serving on? (If none, enter 0.) _____

h. How many comprehensive exam/ orals committees did you chair last year? _____

Serve on? (If none, enter 0.) _____

14. While it is impossible to capture the essence of a faculty career in a few words, sometimes a metaphor can come reasonably close. Some faculty have found that what makes being a faculty member personally meaningful can be expressed in a brief phrase or metaphor.

Read the following phrases. First, fill in the circle which most closely corresponds with what makes being a faculty member *personally* meaningful for you. Next, fill in the circle for the expression which is second closest for you. Last, fill in the circle for that which is *furthest removed* from you. **Mark only one per column.**

	The most removed from me	The next closest to me	The closest to me
a. An unending love affair with ideas.	①	①	①
b. The daily challenge of keeping student motivation high.	②	②	②
c. Having students become enthused with my subject.	③	③	③
d. Being simultaneously a playwright, a director, and a leading actor.	④	④	④
e. The excitement of the unknown, the yet to be discovered.	⑤	⑤	⑤
f. Facilitating the reaction between an idea and a student.	⑥	⑥	⑥
g. The challenge of retaining current students and attracting new ones.	⑦	⑦	⑦
h. The cultivation of an apprentice into a master.	⑧	⑧	⑧
i. The cyclical rhythm of academic life.	⑨	⑨	⑨
j. An opportunity to help students make significant changes in their lives.	⑩	⑩	⑩

Thank you for taking the time to complete this survey.

February, 1990

Publications

Papers: Faculty as a Key Resource
NCRIPTAL Program D

Bieber, J. P. Blackburn, R. T., Lawrence, J. H., Okoloko, V. P., Ross, S., & Knuesel, R. (1988). Effects of personal attributes and environmental forces on faculty teaching behaviors. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.

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Lawrence, J. H., Hart, K., Linder, V., & Saulsberry, K. (1990). Comparison of the teaching goals, assumptions, and behaviors of community college and transfer institution faculty. Paper presented at the annual meeting of the American Educational Research Association, Boston, April.

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Program D. (1988). Draft reports on faculty interviews at four institutions. Ann Arbor, MI: University of Michigan, NCRIPTAL.

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RESEARCH UNIVERSITY I

Factor Names	O'aire Items	Eigen Value
1. ENVIRONMENT		
organizational resources for teaching and schooling	1(d,e,f)	E=3.63
trust	1(a,i,m,n)	E=1.91
faculty commitment to teaching	1(o,p)	E=1.68
teaching diverse students	1(l,r)	E=1.07
faculty development	1(t)	E=1.02
2. SELF-EFFICACY		
faculty personnel decision-making influence	2(b,f,k,m)	E=3.93
personal control of career	2(c,e,h,i)	E=1.41
student admission decision-making influence	2(g,j)	E=1.25
3. TEACHING		
versatile teaching(multiple teaching/classroom techniques)	3(a-i)	E=4.05
4. PROFESSIONAL ACTIVITIES		
engaged in campus and school communication	4(a,b,d)	E=2.44
research communication with off-campus peers	4(e,g)	E=1.32
engaged in teaching, conference and workshops	4(f,h)	E=1.10
5. RESEARCH		
journal publishing and conference presentation	5(a,b,e,k)	E=4.18
professional writing and organizational activities	5(d,f,g,j)	E=1.53
grant report and popular press writing	5(c,h,i)	E=1.41
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.39
7. INSTRUCTION		
concerned with students' personal development and social advance	7(b,d,g)	E=2.42
concerned with student mastery of subject matter	7(a,c,e,f)	E=1.24
8. DEMOGRAPHICS - CAREER		
salary equity	8(o,p)	E=1.16
9. RESEARCH SUPPORT		
current source(s) of external research	8x(2,3,5)	E=1.74
(DRSOTHER)	8x(6)	E=1.08
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
publication records	8(cc,dd,ee)	E=2.25
grant record	8(y,aa)	E=1.50
11. CREDENCE		
credibility of colleagues/administrators' feedback	9(a,b,d,e,g)	E=2.96
credibility of students/alumni excellence	9(c,f)	E=1.04

12. BELIEFS ABOUT STUDENT OUTCOMES

students are independent learners	10a(1,2,4,5,9)	E=2.56
students need challenge and professors' feedback	10a(7,8)	E=1.31

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

values teacher control of classroom	10b(1,2,4)	E=2.27
values active student involvement	10b(5,7)	E=1.17
content relevance & student competition foster learning	10b(3,6) E=1.08	

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

institution values teacher	11a(1,4,6,7,8,9)	E=3.61
institution values research	11a(2,3,5)	E=1.74
institution values effective organization member	11a(10)	E=1.22

15. CHARACTERISTIC OF YOU-SKILLS

personal teaching and communication competence	11a(1,4,7,9)	E=2.86
personal publishing and grant competence	11a(2,3,5)	E=1.74

16. DIFFICULTY FOR YOU-SKILLS

personal teaching and communication competence	11a(1,4,9)	E=3.41
personal publishing and grant competence	11a(2,3,5,10)	E=1.34
personally organizes and responsive	11a(6,7,8)	E=1.12

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

organization values commitment to teaching and high professional standards	11b(1,2,5,6,7,8)	E=4.10
organization values devotion to instruction & team play	11b(9,10) E=1.78	
organization values faculty commitment to research and hard work	11b(3,4) E=1.14	

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

personal professional standards	11b(3,4,5,6,7)	E=2.90
personal commitment to teaching liberal arts	11b(1,2,8)	E=1.68
personal devotion to institution and team play	11b(9,10)	E=1.15

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

organization values collegiality	11c(1,2,3,4,5,6)	E=4.36
organization values individuals	11c(7,8,9,10)	E=3.27

20. CHARACTERISTIC OF YOU-PERSONALITY

personal motivation level	11c(7,8,9,10)	E=3.44
interpersonal competence	11c(1,2,6)	E=2.02
personal demeanor	11c(3,4,5)	E=1.02

RESEARCH UNIVERSITY II

Factor Name	Q'aire Items	Eigen Value
1. ENVIRONMENT		
institutional climate	1(a,i,m,n,s)	E=3.81
department climate	1(c,o,p)	E=2.62
peer awareness	1(f,q,t)	E=1.48
teaching success	1(d,e)	E=1.15
view of underpreparedness	1(l,r)	E=1.10
2. SELF-EFFICACY		
faculty control	2(b,f,i,k,m)	E=4.23
student admission	2(g,j)	E=1.31
external incentives	2(c,h,l)	E=1.29
3. TEACHING		
student course development	3(a-i)	E=3.87
4. PROFESSIONAL ACTIVITIES		
campus activities	4(c,e,g)	E=2.03
campus lectures	4(a,d)	E=1.33
conference activities	4(f,h)	E=1.19
5. RESEARCH		
publishing involvement	5(a,b,d,e,j,k)	E=3.80
professional involvement	5(c,f,g)	E=1.51
grant involvement	5(h,i)	E=1.20
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.64
7. INSTRUCTION		
student development	7(b,d,g)	E=2.38
transmitting knowledge	7(a,c,f)	E=1.27
8. DEMOGRAPHICS - CAREER		
Pay	8(o,p,q)	E=1.03
9. RESEARCH SUPPORT		
formal funds	8x(1,2,3)	E=1.71
private funds	8x(4,6)	E=1.00
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
grant quantity	8(y,aa)	E=2.38
journal	8(cc,dd,ee)	E=1.33
11. CREDENCE		
immediate efficacy	9(a,b,d,e,g)	E=2.96
external appraisal	9(c,f)	E=1.12

12. BELIEFS ABOUT STUDENT OUTCOMES

student learning bias	10a(1,2,4,5,9)	E=2.75
student learning charge	10a(7,8)	E=1.37

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

teacher based	10b(1,2,4)	E=2.52
student based	10b(5,7)	E=1.12
learning based	10b(3,6)	E=1.00

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

teaching	11a(1,4,6,7,8,9)	E=3.99
researching	11a(2,3,5)	E=1.96
experience	11a(10)	E=1.02

15. CHARACTERISTIC OF YOU-SKILLS

oral	11a(1,4,7,9)	E=2.60
research	11a(2,3,5)	E=1.76

16. DIFFICULTY FOR YOU-SKILLS

oral skills	11a(1,7,9)	E=2.97
research oriented	11a(2,3,5)	E=1.53
learning skills	11a(6,8)	E=1.03

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

respect	11b(1,2,6,7,8)	E=4.49
dedication	11b(3,4,5)	E=1.93
group process	11b(9,10)	E=1.25

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

respect	11b(1,2,6,8)	E=2.98
dedicated	11b(3,4,5,6)	E=1.76
cooperative/promotive	11b(9,10)	E=1.26

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

likeable	11c(1,2,3,4,5,6,7)	E=4.55
ambitious	11c(8,9,10)	E=2.20

20. CHARACTERISTIC OF YOU-PERSONALITY

likeability	11c(1,2,5,6,7)	E=3.44
ambitious	11c(8,9,10)	E=1.92

DOCTORAL I

Factor Names	Q'aire Items	Eigen Value
1. ENVIRONMENT		
view of organizational climate	1(a,m,n,s)	E=3.58
view of organizational relationships	1(f,q,t)	E=2.26
view of faculty commitment	1(c,o,p)	E=1.72
view of support services	1(d,e)	E=1.24
students affect teaching	1(l,r)	E=1.03
2. SELF-EFFICACY		
deptartment decision influence	2(b,f,i,k)	E=4.32
departmental and public recognition	2(c,e,h,i)	E=1.45
academic decision influence	2(g,j)	E=1.23
3. TEACHING		
course development activities	3(a-h)	E=4.09
4. PROFESSIONAL ACTIVITIES		
exchanging experience	4(c,e,g)	E=2.48
campus presentatino attendance	4(a,d)	E=?
(PATTWRK, POFFCAM)	4(f,h)	E=1.12
5. RESEARCH		
active prulisher/presenter/reviewer	5(a,b,d,e,j,k)	E=3.99
active proposal/report writer	5(h,i)	E=1.26
association activity	5(f,g)	E=1.17
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.44
7. INSTRUCTION		
concern about student development	7(b,d,g)	E=2.32
concern about discipline/process	7(a,c,f)	E=1.27
8. DEMOGRAPHICS - CAREER		
salary satisfaction	8(o,p)	E=1.15
9. RESEARCH SUPPORT		
research support sources/non-institutional	8x(3,4,5,6)	E=2.15
research support sources/federal and institutional	8x(1,2)	E=1.00
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
active publisher/proposal writer	8(y,aa,cc,dd)	E=2.75
11. CREDENCE		
colleagues' comments/evaluation valued	9(a,b,d,e,g)	E=2.91
students' comments/evaluation valued	9(c,f)	E=1.07
12. BELIEFS ABOUT STUDENT OUTCOMES		
effect on student outcomes	10a(1,2,4,5,9)	E=2.75
(BFREQFB< BCHALNGE)	10a(7,8)	E=1.34

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

teacher course control valued	10b(1,2)	E=2.29
teacher/student roles valued	10b(3,4,5)	E=1.17
student competition valued	10b(6,7)	E=1.03

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

faculty teaching skills	11a(1,2,4,6,7,8,9)	E=3.98
faculty active publisher/grant person	11a(3,5)	E=1.96
faculty knows how to work system	11a(10)	E=1.11

15. CHARACTERISTIC OF YOU-SKILLS

teaching skills	11a(1,4,7,9)	E=2.73
development skills	11a(2,3,5,10)	E=1.66

16. DIFFICULTY FOR YOU-SKILLS

teaching difficulties	11a(1,4,7,9)	E=3.22
publishing difficulties	11a(8,10)	E=1.33
organizational difficulties	11a(2,5)	E=1.15

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

faculty value teaching	11b(1,2,6,7,8)	E=4.57
faculty commitment to research	11b(3,4,5)	E=1.78
faculty devotion to institution	11b(9,10)	E=1.07

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

values teaching	11b(1,2,6,7,8)	E=2.95
commitment to research	11b(3,4,5)	E=1.68
devotion to institution	11b(9,10)	E=1.15

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

believes faculty are personable	11c(1,2,3,4,5,6,7)	E=4.65
believes faculty are ambitious	11c(8,9,10)	E=2.32

20. CHARACTERISTIC OF YOU-PERSONALITY

perceives self as supportive/open	11c(1,3,4)	E=3.59
perceives self as ambitious	11c(7,8,9,10)	E=1.84
perceives self as personable	11c(2,5,6)	E=1.02

DOCTORAL II

Factor Names	Q'aire Items	Eigen Value
1. ENVIRONMENT		
institutional equity	1(i,m,n,s)	E=3.35
team work	1(f,g,q)	E=2.03
commitment to teaching	1(o,p)	E=1.76
support	1(d,e)	E=1.31
student preparedness	1(l,r)	E=1.17
2. SELF-EFFICACY		
internal influence	2(b,f,k,m)	E=3.69
incentive influence	2(c,h,l)	E=1.36
student influence	2(g,j)	E=1.27
3. TEACHING		
teaching style	3(a-i)	E=4.11
4. PROFESSIONAL ACTIVITIES		
exposure	4(c,e,g,h)	E=2.47
inservices	4(a,b,d)	E=1.26
teaching skills	4(f,h)	E=1.09
5. RESEARCH		
scholarship	?	E=4.18
dissemination of activities	?	E=1.44
external research activities	?	E=1.02
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.38
7. INSTRUCTION		
teacher responsibility (personal)	7(b,d,e,f,g)	E=2.52
teacher responsibility (professional)	7(a,c)	E=1.20
8. DEMOGRAPHICS-CAREER		
compensation	8(o,p)	E=1.29
9. RESEARCH SUPPORT		
private/local research support	8x(3,4,6)	E=2.00
federal/institutional research support	8x(2,5)	E=1.05
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
granted pubs? (DGRPROP2, DGRPROPC, DGUBJRNC)	8(y, aa, dd)	E=2.62
publication	8(cc, ee)	E=1.45
11. CREDENCE		
external credence	9(a,b,c,d,e)	E=3.08
extra credence	9(d,f,g)	E=1.03

12. BELIEFS ABOUT STUDENT OUTCOMES

be studious	10a(1,2,4,5,9)	E=2.55
be challenged	10a(3,6,7,8)	E=1.36

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

teacher control	10b(1,2)	E=2.08
student control	10b(5,6,7)	E=1.26
student involvement	10b(3,4)	E=1.08

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

faculty teaching	11a(1,4,6,7,8,9)	E=3.75
faculty/studios	11a(2,3,5)	E=1.87
faculty/system	11a(10)	E=1.05

15. CHARACTERISTIC OF YOU-SKILLS

teaching ability	11a(1,4,7,9)	E=2.75
self/studious	11a(2,3,5)	E=1.69

16. DIFFICULTY FOR YOU-SKILLS

professorial	11a(1,4,7,9)	E=2.95
prepared	11a(2,6,8)	E=1.50
funded publication	11a(3,5)	E=1.12

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

professorial	11b(1,2,5,6,7,8)	E=4.21
prepared	11b(3,4,5)	E=1.64
funded publication	11b(9,10)	E=1.33

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

commitment to education	11b(1,2,4)	E=2.33
commitment to quality	11b(3,4,5,6)	E=1.71
commitment to team	11b(9,10)	E=1.09

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

personable	11c(1,2,3,4,5,6,7)	E=4.49
success seeking	11c(8,9,10)	E=2.30

20. CHARACTERISTIC OF YOU-PERSONALITY

compassionate	11c(1,2,5,6)	E=3.34
committed	11c(7,8,9,10)	E=1.97
accessible	11c(3,4)	E=1.04

COMPREHENSIVE I

Factor Names	O'aire Items	Eigen Value
1. ENVIRONMENT		
institutional goals	1(a,i,m,n,s)	E=3.62
colleagues support	1(f,g,q)	E=1.88
teaching primacy	1(o,p)	E=1.62
teaching disincentives	1(d,e)	E=1.20
institutional loyalty	1(l,r)	E=1.01
2. SELF-EFFICACY		
political efficacy	2(b,f,k,m)	E=3.57
student selection	2(g,j)	E=1.39
personal incentives	2(c,h,i)	E=1.22
3. TEACHING		
teaching behavior	3(a-h)	?
4. PROFESSIONAL ACTIVITIES		
intra-colleague	4(b,e,g)	E=2.42
intra-campus learning	4(a,d)	E=1.27
use of faculty development	4(f,h)	?
5. RESEARCH		
publications, writing reviews	5(a,b,d,e,k)	E=3.56
professional leadership	5(f,g,j)	E=1.19
government interaction	5(h,i)	E=1.13
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.30
7. INSTRUCTION		
student development	7(b,d,e,g)	E=2.41
modeling/mentoring	7(a,c,f)	E=1.16
8. DEMOGRAPHICS - CAREER		
compensation	8(o,p)	E=1.22
9. RESEARCH SUPPORT		
government funding	8x(2,3)	E=1.96
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
publications quantity	8(cc,dd,ee)	E=2.46
grant proposals quantity	8(y,aa)	E=1.32
11. CREDENCE		
peer assessment/evaluation	9(a,b,d,e,g)	E=3.23
non-peer assessment/evaluation	9(c,f)	E=1.03
12. BELIEFS ABOUT STUDENT OUTCOMES		
student characteristics	10a(1,2,4,5,6,9)	E=2.78
teacher expectations	10a(7,8)	E=1.36

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

teacher authority locus	10b(1,2,4)	E=2.26
student focus/relevance	10b(3,5,7)	E=1.24
academic competitiveness	10b(6)	E=1.00

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

fulfills teaching duties	11a(1,2,4,6,7,8,9)	E-3.79
research productivity	11a(3,5)	E=1.83
political skills	11a(10)	E=1.09

15. CHARACTERISTIC OF YOU-SKILLS

personal communication skills	11a(1,4,7,9)	E=2.55
writing and funding	11a(3,5)	E=1.52

16. DIFFICULTY FOR YOU-SKILLS

communication skills	11a(1,4,7,9)	E=3.39
funding acquisition	11a(2,3,5)	E=1.40
organizational behavior	11a(6,8,10)	E=1.01

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

professional behavior	11b(1,2,3,5,6,7,8)	E=4.81
institutional support	11b(9,10)	E=1.48
research dedication	11b(4)	E=1.16

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

moral/ethical character	11b(3,5,6)	E=2.91
job/position dedication	11b(1,2,4)	E=1.41
institutional dedication	11b(9,10)	E=1.17

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

self-esteem	11c(1,2,7)	E=3.42
personal ambition	11c(8,9,10)	E=1.73

20. CHARACTERISTIC OF YOU-PERSONALITY

professionalism	11c(1,2,3,4,5,6,7)	E=4.73
success focus	11c(8,9,10)	E=2.03
personal accessibility	?	E=1.05

COMPREHENSIVE II

Factor Name	O'aire Items	Eigen Value
1. ENVIRONMENT		
view of organizational environment	1(i,m,n,s)	E=4.35
commitment to teaching	1(l,o,p)	E=1.98
colleague scholarship support	1(f,q)	E=1.51
adequacy of institutional support services	1(d,e)	E=1.31
impact of reward system	1(c,t)	E=1.20
2. SELF-EFFICACY		
effect on unit decisions	2(b,f,k)	E=4.05
effect of performance assessment	2(e,h,m)	E=1.42
3. TEACHING		
student research activities and individualized instructions or teaching activities	3(a,c-h)	E=3.55
4. PROFESSIONAL ACTIVITIES		
involvement in professional development	4(a,b,c,d,e,g)	E=2.69
involved in campus teaching improvement	4(f)	E=1.18
involved in teaching the discipline	4(h)	E=.923
5. RESEARCH		
dissemination/publication activities	?	E=4.16
professional association activities	?	E=1.44
editorial activities	?	E=1.21
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.52
7. INSTRUCTION		
focus on student growth	7(b,d,e)	E=2.16
focus on student discipline	7(c,f)	E=1.28
8. DEMOGRAPHICS - CAREER		
salary satisfaction	8(o,p)	E=1.39
9. RESEARCH SUPPORT		
local, government, foundation support	8x(1,2,3,4)	E=2.05
industry/other support	8x(5,6)	E=1.19
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
publications	8(cc,dd,ee)	E=2.79
grant proposals	8(y,aa)	E=1.26
11. CREDENCE		
assesment of faculty role performance	9(a,d,e,g)	E=3.31
colleague/student assessment of teaching	9(b,c,e,f)	E=1.08

12. BELIEFS ABOUT STUDENT OUTCOMES

students are cooperative, independent learners	10a(1,2,4,5,9)	E=2.83
students need challenge and feedback	10a(7,8)	E=1.48

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

values teacher control	10b(1,2,4)	E=2.22
values student-centered learning	10b(3,5)	E=1.27
values competition	10b(6,7)	E=1.03

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

effective teaching	11a(1,4,7,9,10)	E=2.77
grant-getter and publisher	11a(3,5)	E=1.88
organized and responsive	11a(6,8)	E=1.13

15. CHARACTERISTIC OF YOU-SKILLS

effective teacher	11b(1,4,7,9)	E=2.51
productive scholar	11b(2,3,5,10)	E=1.59

16. DIFFICULTY FOR YOU-SKILLS

effective teaching skills	11a(1,4,7,9)	E=3.08
scholarly skills	11a(2,3,5,10)	E=1.76
organized and responsiveness	11a(6,8)	E=1.06

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

committed to value of good teaching	11b(1,2,5,6,7,8)	E=4.00
values hard work, team play, and the institution	11b(3,9,10)	E=1.69
values research	11b(4)	E=1.21

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

loyal to institution, team player, responsive	11b(7,9,10)	E=2.40
values hard work, high standards	11b(3,5)	E=1.34
committed to teaching and students	11b(1,2)	E=?

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

optimal attributes for teaching	11c(1,2,3,4,5,6,7,10)	E=4.13
ambitious, competitive, and perseverant	11c(8,9,10)	E=1.89

20. CHARACTERISTIC OF YOU-PERSONALITY

supportive, understanding and dedicated	11c(1,2,7)	E=3.44
ambitious, competitive, and perseverant	11c(8,9,10)	E=1.53
open, honest, personable	11c(3,4,6)	E=1.23

LIBERAL ARTS I

Factor Names	O'aire Items	Eigen Value
1. ENVIRONMENT		
support, trust, fairness	1(d,e,i,m,n,s)	E=3.81
collegial support	1(f,q)	E=1.70
faculty's commitment to teaching	1(o,p)	E=1.54
students' academic preparation	1(l,r)	E=1.35
professional/career orientation	1(a,c)	E=1.13
2. SELF-EFFICACY		
influence on department	2(b,f,k)	E=3.53
academic influence and salary increase	2(e,g,j,m)	E=1.63
research activities	2(c,h,i)	E=1.35
3. TEACHING		
teaching activities for basic courses	3(a-i)	E=3.67
4. PROFESSIONAL ACTIVITIES		
on-campus professional activities	4(a,b,d,f)	E=2.54
research communication	4(e,g)	E=1.24
off-campus professional activities	4(c,h)	E=1.19
5. RESEARCH		
publication/productivity	5(a,b,d,e,k)	E=3.61
research proposal	5(h,i)	E-1.40
service	5(f,g)	E=?
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.57
7. INSTRUCTION		
help students	7(b,d,g)	E=2.27
excellent teaching	7(c,e,f)	E=1.19
8. DEMOGRAPHICS - CAREER		
self-confidence	8(o,p,q)	E=1.43
9. RESEARCH SUPPORT		
internal and private support	8x(1,4)	E=1.69
federal and other support	8x(2,6)	E=1.10
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
publications	8(cc,dd,ee)	E=2.68
grant preparation	8(y,aa)	E=1.30
11. CREDENCE		
credibility of colleagues and administrators' feedback	9(a,b,d,e,g)	E=3.21
12. BELIEFS ABOUT STUDENT OUTCOMES		
learning styles of students	10a(1,2,4,5,9)	E=2.77

feedback and requirements are needed	10a(7,8)	E=1.37
13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING		
teacher control needed	10b(1,2,4)	E=2.30
students are motivated learners	10b(3,6)	E=1.28
student centered teaching	10b(5,7)	E=1.04
14. CHARACTERISTIC OF VALUED FACULTY-SKILLS		
competent teaching	11a(1,2,4,6,7,8,9)	E=3.82
competent researcher	11a(3,5)	E=1.75
how to work the system	11a(10)	E=1.14
15. CHARACTERISTIC OF YOU-SKILLS		
competent teacher	11a(1,4,7,9)	E=2.30
competent researcher	11a(2,3,5)	E=1.70
16. DIFFICULTY FOR YOU-SKILLS		
competent teacher	11a(1,2,4,7,9)	E=3.23
responsible faculty member	11a(6,8,10)	E=1.53
publisher and grant person	11a(3,5)	E=1.04
17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES		
committed to values of good teaching	11b(1,2,3,6,7,8)	E=4.45
team play, devotion to institution	11b(9,10)	E=1.57
committed to research and high standards	11b(4,5)	E=0.97
18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES		
teamwork	11b(7,9,10)	E=2.83
committed to teaching and learning	11b(1,2)	E=1.47
working hard, high standard and integrity	11b(3,5,6)	E=1.22
19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY		
teamwork	11c(1,2,3,4,5,6,7)	E=4.77
ambitious, competitive and perseverant	11c(8,9,10)	E=1.97
20. CHARACTERISTIC OF YOU-PERSONALITY		
dedicated to teamwork	11c(1,2,6,7,10)	E=3.24
ambition and competition	11c(8,9)	E=1.79
open and candid	11c(3,4)	E=1.07

LIBERAL ARTS II

Factor Names	O'aire Items	Eigen Value
1. ENVIRONMENT		
institutional support	1(d,i,m,n,s)	E=3.90
peer group support	1(e,f,q)	E=1.99
faculty emphasis(teaching vs. research)	1(o,p)	E=1.39
desired class characteristics	1(l,r)	E=1.07
2. SELF-EFFICACY		
personal status in the institution	2(e,g,h,j,l,m)	?
participation in departmental decision making	2(b,f,k)	?
academic pursuit of personal interest	2(c,i)	?
3. TEACHING		
teaching methodology	3(a-i)	E=4.08
4. PROFESSIONAL ACTIVITIES		
academic communication	4(e,g,h)	E=2.63
attendance	4(a,d,f)	E=1.15
5. RESEARCH		
publications	5(a,d,e,k)	E=3.34
writing proposals and reports	5(b,h,i)	E=1.51
organizing research activities	5(f,g)	E=1.09
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.39
7. INSTRUCTION		
focus on student outcomes	7(b,d,e)	E=2.23
focus on instructional process	7(a,c)	E=1.33
8. DEMOGRAPHICS - CAREER		
salary satisfaction	8(o,p)	E=1.37
9. RESEARCH SUPPORT		
institutional, governmental, and foundation support	E=1.81	8x(1,2,3,4)
support from other sources	8x(6)	E=1.02
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
publications	8(cc,dd,ee)	E=2.36
11. CREDENCE		
credence from the academic community	9(a,b,d,e,g)	E=3.28
12. BELIEFS ABOUT STUDENT OUTCOMES		
expected intellectual behaviors of students	10a(1,2,4,5,9)	E=2.83
expected academic tasks for students	10a(7,8)	1.39

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

values teacher control	10b(1,2,4)	E=2.28
values individual development	10b(5,6,7)	E=1.22
concerns for immediate relevancy	10b(3)	E=1.04

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

instructional strategies	11a(4,6,7,8)	E=3.08
overall professional competence	11a(1,2,10)	E=1.85
research-related capabilities	11a(3,5)	E=1.23

15. CHARACTERISTIC OF YOU-SKILLS

instructional competence	11a(1,4,7,9)	E=2.67
research-related competence	11a(3,5)	E=1.50

16. DIFFICULTY FOR YOU-SKILLS

instructional competence	11a(1,4,7,9)	E=3.31
research-related competence	11a(3,5)	E=1.35
knows how to work the system	11a(10)	E=1.01

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

committed to values of good teaching	11b(1,2,3,5,6,7,8)	E=3.97
committed to the organization	11b(9,10)	E=1.53
committed to research	11b(4)	E=1.70

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

committed to the academic community	11b(7,8,9,10)	E=3.15
committed to work ethics	11b(2,3,5,6)	E=1.30
committed to teaching and research	11b(1,4)	E=1.11

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

humanistic	11c(1,2,3,4,5,6,7)	E=4.70
hard-driven	11c(8,9,10)	E=1.89

20. CHARACTERISTIC OF YOU-PERSONALITY

integrity	11c(1,2,6,7,10)	E=3.72
openness	11c(3,4)	E=1.63
hard-driven	11c(8,9)	E=1.01

TWO-YEAR PUBLIC

Factor Name	Q'aire Item	Eigen Value
1. ENVIRONMENT		
institutional support of faculty affiliations	1(c,i,t)	E=3.41
institutional support of faculty development	1(d,e,s)	E=1.78
colleague support	1(f,q)	E=1.66
colleague commitment to teaching	1(o,p)	E=1.13
student abilities	1(l,r)	E=1.08
2. SELF-EFFICACY		
influence department governance	2(b,f,k,m)	E=3.56
influence institution's impact on me	2(e,g,i)	E=1.35
control over non-teaching activities	2(c,h,i)	E=1.19
3. TEACHING		
require student research assignments	3(a,d-h)	E=3.53
4. PROFESSIONAL ACTIVITIES		
on-campus professional development	4(a,d,f)	E=2.85
colleague network professional development	4(e,g,h)	?
5. RESEARCH		
active scholar	5(a,e,j,k)	E=3.51
active researcher	5(b,h,i)	E=1.40
active in professional activities	5(f,g)	E=1.17
6. SERVICE		
campus service involvement	6(b,c,d,e)	E=2.59
7. INSTRUCTION		
benefits to students	7(b,d,e,f,g)	E=2.45
teacher goals	7(a,c)	E=1.21
8. DEMOGRAPHICS - CAREER		
salary satisfaction	8(o,p)	E=1.15
9. RESEARCH SUPPORT		
institution and government research support	8x(1,2,3)	E=1.95
private research support	8x(4,5,6)	E=1.19
10. GRANTS, PUBLICATIONS, FELLOWSHIPS		
publication activity	8(cc,dd)	E=2.42
grant proposal activity	8(y,aa)	E=1.45
11. CREDENCE		
colleague and administrator evaluation	9(a,b,d,e,g)	E=3.18
12. BELIEFS ABOUT STUDENT OUTCOMES		
student interest in learning	10a(1,2,4,5,9)	E=2.64
student needs	10a(7,8)	E=1.34

13. BELIEFS ABOUT OPTIMAL UNDERGRADUATE LEARNING

teacher sets course content and pace	10b(1,2)	E=2.15
students involved in choosing content	10b(3,4,5)	E=1.31
student competition	10b(6,7)	E=1.08

14. CHARACTERISTIC OF VALUED FACULTY-SKILLS

teaching skills valued	11a(1,2,4,6,7,9)	E=3.65
research skills valued	11a(3,5)	E=1.71
political skills valued	11a(8,10)	E=1.06

15. CHARACTERISTIC OF YOU-SKILLS

teaching skills	11a(1,4,6,7,8,9)	E=2.62
research skills	11a(3,5)	E=1.38

16. DIFFICULTY FOR YOU-SKILLS

difficulty with teaching skills	11a(1,2,4,6,7,9)	E=3.31
difficulty with research skills	11a(3,5)	E=1.49
difficulty with political skills	11a(8,10)	E=0.90

17. CHARACTERISTIC OF VALUED FACULTY-BELIEFS, ATTITUDES, VALUES

professionalism	11b(1,2,3,5,6,7,8)	E=4.66
institutional commitment	11b(9,10)	E=1.46
research commitment	11b(4)	E=1.03

18. CHARACTERISTIC OF YOU-BELIEFS, ATTITUDES, VALUES

professionalism	11b(1,2,5,6,7)	E=3.04
institutional commitment	11b(9,10)	E=1.33
scholarship	11b(4,8)	E=1.10

19. CHARACTERISTIC OF VALUED FACULTY-PERSONALITY

helpful and likeable	11c(1,2,3,4,5,6,7)	E=4.89
competitive and ambitious	11c(8,9,10)	E=1.80

20. CHARACTERISTIC OF YOU-PERSONALITY

helpfulness	11c(1,2,7)	E=3.44
likeability	11c(3,4,5,6)	E=1.56
competitiveness and ambition	11c(8,9,10)	E=1.00

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